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AUTHOR Meckley, Richard; And Others
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ABSTRACT

This postsecondary core curriculum for health occupations provides students with curriculum guides for developing competencies common to all postsecondary programs. It is organized into ten learning units which contain two to seven competencies. Each competency is presented in a format providing this information: unit competency number and name, learning checklists, learning activities, and evaluative standards. Where appropriate, student quizzes, work sheets, and information sheets are included. Titles of the units include (1) Basic Communication Skills; (2) Interpersonal Skills; (3) Employment; (4) Human Relations; (5) Charting, Reporting, and Recording; (6) Maintaining a Clean, Safe Environment; (7) Caring for Personal Needs of Patients; (8) Assisting with Treatments and Procedures; (9) Medical and Surgical Asepsis; and (10) Administering Emergency Care. A teacher's guide is available separately (see note). (YLB)

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POST SECONDARY SCHOOL COMPETENCY BASED CORE CURRICULUM FOR HEALTH OCCUPATIONS

Prepared By

Richard Meckley
Project Director

Bill Carlton
Associate Director

Larry Froehlich
Associate Director

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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July 1980

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PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This Competency-Based Core Curriculum for Health Occupations was developed under contract for West Virginia. The effort was coordinated by staff of the West Virginia Bureau of Vocational, Technical and Adult Education.

The purpose of this document is to provide post-secondary health occupation students with curriculum guides for developing competencies which are common to all post-secondary programs. The guides or curriculum sheets were developed in cooperation with health occupation personnel throughout the state of West Virginia.

This document is organized into ten health occupations learning units. The learning units and the competencies for each are given in the table of contents. Each competency includes a learning checklist, learning activities, and evaluative standards. Where appropriate, student quizzes, work sheets, and information sheets are included.

The Competency-Based Core Curriculum for Health Occupations was disseminated to West Virginia post-secondary allied health educators at their symposium and conference on October 17 and 18, 1980, at Lakeview Inn and Country Club, Morgantown, West Virginia. Additional copies of this curriculum are available from the:

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: 372-8673, or in-state toll-free 1-800-642-2670

I trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our state Curriculum Lab. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette
Assistant State Superintendent of Schools

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Many persons and organizations assisted the project staff in the development of a core curriculum for the post-secondary health occupations, a related teacher's guide, bibliography, and tool and equipment list. Among those who have our thanks and appreciation are: Dr. Fred Harrington, Curriculum Coordinator, Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education; Dr. Donald Kinsey, West Virginia Board of Regents; instructors and administrators of various health occupation programs in post-secondary institutions of West Virginia; and personnel at the West Virginia University Medical Center who made their retrieval facilities available for the development of a health occupations bibliography.

TABLE OF CONTENTS

Acknowledgements

Introduction

Unit I. Basic Communication Skills
1. Interpret Written Directions
2. Interpret Oral Directions
3. Interpret Charted Information
4. Communicate by Telephone
5. Demonstrate Written Communication Skills
6. Demonstrate Spoken Communication Skills

Unit II. Interpersonal Skills
1. Portray a Positive Self-Image
2. Accept Constructive Criticism
3. Maintain Poise
4. Work Cooperatively with Others

Unit III. Employment
1. Look for a Job
2. Write a Personal Date Sheet
3. Complete a Job Application
4. Prepare for a Job Interview

Unit IV. Human Relations
1. Understand Yourself
2. Understand Successful Work Attitudes
3. Use Principles of Human Relations
4. Use Principles of Law and Ethics
5. Practice Good Health Habits

Unit V. Charting, Reporting, and Recording
1. Use Simple Medical Terminology
2. Record Patient Information in Chart Form
3. Obtain and Record Patient Medical History

Unit VI. Maintaining a Clean, Safe Environment
1. Wash Hands
2. Inventory Instruments and Supplies
3. Clean Instruments and Supplies
4. Observe Body Mechanics and Safety Measures
5. Position Patient in Bed
6. Adjust Hospital Bed Siderails for Patient Safety

Unit VII. Caring for Personal Needs of Patients

1. Apply Restraints
2. Carry Infant
3. Assist Patient in Standing
4. Assist Patient in Walking
5. Assist a Patient (who can stand) to and from a Wheelchair
6. Transport Patient by Wheelchair

Unit VIII. Assisting with Treatments and Procedures

1. Measure and Record Patient's Height and Weight
2. Measure and Record Temperature
3. Measure and Record Respiration
4. Measure and Record Pulse (Radial, Femoral, Carotid)
5. Measure and Record Blood Pressure
6. Assist with and Care for Patient Having Diagnostic Tests
7. Give Pre- and Post-Operative Care

Unit IX. Medical and Surgical Asepsis

1. Prepare Equipment and Supplies for Sterilization and Demonstrate Sterile Technique
2. Follow Proper Isolation Technique (Terminal Disinfection)

Unit X. Administering Emergency Care

1. Give Artificial Ventilation to an Unconscious Adult
2. Give Artificial Ventilation to an Unconscious Infant
3. Assist in Care of Person Hemorrhaging
4. Give Cardiac Massage (Adult and/or Infant)
5. Assist in Care of Patient in Shock
6. Assisting in Care of Person with Convulsions and/or Fainting

UNIT I

BASIC COMMUNICATION SKILLS

Student Competency Sheet

Unit I: BASIC COMMUNICATION SKILLS

Competency 1. Interpret Written Directions

Learning Checklist

1. Read written directions.
2. Ask questions to clarify, if necessary.
3. Organize directions into logical sequence.
4. Define outcome.
5. Compare outcome with original directions.

Learning Activities

1. Participate in a classroom discussion of the problems encountered when interpreting written directions.
2. Write, in your own words, the directions of any exercise or operation from a textbook.
3. Exchange your interpretation in number 2 with another student, critique them, and discuss any improvements that might be made.
4. Write directions from this classroom to the nearest commercial bank as concisely as possible without additional resources and exchange with another student for an oral interpretation.

Evaluation

Given written directions, follow the directions and reach the desired outcome.

Unit I: BASIC COMMUNICATION SKILLS

Competency 2. Interpret Oral Directions

Learning Checklist

1. Listen to oral directions.
2. Ask questions to clarify, if necessary.
3. Organize directions into logical sequence.
4. Define outcome.
5. Compare outcome with original directions.

Learning Activities

1. Read pages 69-75 of Communication Skills and answer questions on page 75; or reference provided by your instructor.
2. Participate in class discussion on oral directions and watch volunteer role-playing illustrations.
3. View the film, "The Bell Telephone Series on Communications."
4. Choose a partner and practice giving and receiving oral directions, using the above learning steps as a guide.
5. List three difficult directions you have received and explain method used to clarify.
6. Use an audio or video tape recorder to practice giving and receiving oral directions.

Evaluation

Respond to a complex oral direction by organizing it in your own words. Then repeat the directions to the instructor or provide the instructor with an audio tape.

Student Competency Sheet

Unit I: BASIC COMMUNICATION SKILLS

Competency 3. Interpret Charted Information

Learning Checklist

1. Define and describe charts.
2. Orient yourself to a chart.
3. Determine the legend.
4. Interpret the data.

Learning Activities

1. Determine the type of charts used in your occupation and their purpose.
2. Prepare a chart of weekly activities.
3. Read appropriate pages in a reference book provided or read pages 4-7 and 10-13 in the text Everyday Reading and Writing and complete the activities on pages 18 and 19.
4. Read appropriate pages in a reference book provided or read pages 16-17 in the text Everyday Reading and Writing and complete the activities on pages 18 and 19.
5. Discuss in class the number of information charts found in the school building and explain their purpose.
6. Explain to the class some of the reasons for charting information.

Evaluation

Prepare a chart with a legend showing your activities for one 24-hour period.

Student Competency Sheet

Unit I: BASIC COMMUNICATION SKILLS

Competency 4. Communicate by Telephone

Learning Checklist

1. Answer phone.
2. Transfer calls.
3. Carry on conversation.
4. Conclude call.

Learning Activities

1. Consult available resources and do the following:
   a. Make a list of acceptable answering and terminating procedures.
   b. Describe phone abuses.
   c. List common reasons for phoning.
   d. Explain common phone courtesy.
   e. Describe phone limitations in your home.
   f. Write out the process used to transfer calls.
   g. Demonstrate how to use the phone book.
2. Attend a lecture-demonstration by a telephone company representative.
3. Visit a company and watch proper phone usage. Give an oral report on your findings.
4. Using a set of business telephones from the telephone company, role-play an office or business situation with other members in your class.
5. Discuss the importance of good telephone etiquette during a teacher led discussion.
6. Compose a fictitious situation which will require the necessary elements of phone usage and role-play the situation.

Evaluation

Take a given telephone situation written by another student and role-play the phone usage. Have the class critique your effort.

Student Competency Sheet

Unit I: BASIC COMMUNICATION SKILLS

Competency 5. Demonstrate Writing Communication Skill (Compose a Written Message)

Learning Checklist

1. Determine subject of message.
2. Determine message recipient.
3. List needed information.
4. Sequence information.
5. Compose message.

Learning Activities

1. Attend a class presentation by your instructor on how to compose a written message.
2. Participate in a group discussion with 3 or 4 students on the planning steps of preparing a message and the parts of a written message.
3. Explain how the following planning steps should be used in composing a message: (a) Determine purpose; (b) Picture the reader; (c) Collect information; (d) Outline important points logically.
4. Define the following parts of a written message: (a) Opening; (b) Body; (c) Closing.
5. Assume you are the president of your school's youth organization and plan a written message of congratulation to John Smith, a senior at your school, for winning the state contest. Use the learning checklist as a guide.
6. You ordered three paper clip holders and two paper staplers from Office Equipment, Inc. When your order arrived, you received only two paper clip holders and two paper staplers. Plan a letter asking them to send you another paper clip holder. Use the learning checklist as a guide.

Evaluation

Without using any reference, do the following: As chairman of the Valentine dance committee, plan a letter to the Riverside County Club asking for the cost of renting their ballroom. Write out each of the learning checklist steps. You need this information by January 20th for a report to your organization.

Student Competency Sheet

Unit I: BASIC COMMUNICATION SKILLS

Competency 6. Demonstrate Speaking Communication Skills (Give Oral Directions)

Learning Checklist

1. Determine needed directions.
2. Gather information.
3. Organize the information.
4. Present the directions.
5. Answer questions.

Learning Activities

1. Give an oral direction that incorporates at least five steps to your classmates and have them evaluate how well they understood your directions.
2. Participate in a group of 4 or 5 persons and give an oral direction and an oral explanation to the group. The topics are your choice. Have the other members of the group critique your directions and explanations.
3. Talk to people, look in magazines, and write your opinion of how the following physical appearances affect oral communication.
   a. Posture
   b. Hands
   c. Facial expression
   d. Eye contact
   e. Body Movement
   f. Grooming and dress
4. Explain in writing how you think the following speech qualities affect oral communication.
   a. Force or volume of voice
   b. Pitch or level of voice
   c. Rate or tempo of speech

d. Pronunciation

5. List and explain what needs to be included in an oral direction or explanation.

6. Think of a situation where you will need to give directions to an individual. Outline the directions you would give and identify what effect physical appearance and speech quality will have on the effectiveness of your oral directions.

7. Outline an oral direction and an oral explanation that you might need to give to your parents, firend, teacher, etc.

Evaluation

Have the instructor sit down facing the class and remove one of his/her shoes. Now seat yourself with your back to the class behind the instructor and give oral directions to the instructor on how to put on the shoe correctly, following your directions. Do not assume anything.

UNIT II

INTERPERSONAL SKILLS

Student Competency Sheet

Unit II: INTERPERSONAL SKILLS

Competency 1. Portray a Positive Self-Image

Learning Checklist

1. Define self-image.
2. Identify seven factors which you are judged upon and are used to judge others.
3. Develop a plan to improve your image.

Learning Activities

1. Read the material provided by your instructor or any of the following and develop a plan to improve your image: Winning with People or How to Win Friends and Influence People.
2. Read pages 3-12 in Personality Development for Business. Complete Case Study #3 and #5.
3. Read pages 81-94 in Succeeding in the World of Work. Compile a vocabulary list of new words and learn what they mean.
4. Read pages 95-96 in Succeeding in the World of Work. Write a separate paper on what these items mean to you and your personality:
   a. Parental, Teacher, and Peer pressure
   b. Economic Resources
   c. Marital Status
   d. Chance
   e. Self-concept
5. Attend class presentation by teacher on the following seven factors: appearance, vocabulary, listening, actions, philosophy, versatility, and willingness to help others.
6. View film "It's Up To You" and discuss it with others in your class. Develop a plan.

Evaluation

List in writing seven factors involved in a positive image. After practicing a plan to improve your self-image, have the students evaluate you in each of the seven areas within one week.

Student Competency Sheet

Unit II: INTERPERSONAL SKILLS

Competency 2. Accept Constructive Criticism

Learning Checklist

1. Define constructive criticism.
2. Constructively criticize yourself.
3. Be willing to improve where necessary.
4. Accept criticism as being more than personal.

Learning Activities

1. Read the material provided by your instructor.
2. Read booklet, "The Roots of Self-Confidence." Based on this reading, indicate in writing how the main points relate to you personally.
3. Read pages 31-42 in Personality Development for Business. Write a summary section on how you would like to change yourself.
4. Keep a diary for one week listing each time you are criticized--who does the criticizing, why, where, when, your reaction/response. At the end of the week, review your diaryand see if the response was defensive or acceptive.
5. View the film, "The Outsider" and discuss it with the class.
6. View the film, "Toward Emotional Maturity" and discuss it with the class.
7. Attend a class on "How to Learn to Accept Constructive Criticism."
8. Set up role-playing situations depicting the proper way of accepting constructive criticism, and situations where it is not accepted.
9. Discuss the statement, "If the sting of criticism keeps you from seeing it may be useful, you may be oversensitive." Is Over-sensitiveness a positive or negative characteristic?

Evaluation

Write an account of three instances where you have accepted constructive criticism in the past week.

Student Competency Sheet

Unit II: INTERPERSONAL SKILLS

Competency 3: Maintain Poise

Learning Checklist

1. Define poise.
2. Identify the factors that will help you maintain poise.
3. Evaluate your own poise.

Learning Activities

1. Read pages 3-10 in Personality Development for Business. Complete question #5 on page 11, or read materials provided by your instructor.
2. View film, "Faces of Courage."
3. Participate in a teacher led disucssion on "How to Maintain Poise." Participate in the questions and answers session that follows.
4. Research those factors that will aid one in developing poise. Give a presentation to your class on your findings.

Evaluation

List and explain at least five factors that have helped you to maintain poise. After having analyzed your poise and ways to improve it, keep track of your success over a period of one week.

Student Competency Sheet

Unit II: INTERPERSONAL SKILLS

Competency 4. Work Cooperatively With Others

Learning Checklist

1. Identify terms.
2. Realize the benefits of cooperation.
3. Relate ways in which cooperation can help you.

Learning Activities

1. Use a Collegiate Dictionary and identify the following terms: cooperation, dissention, self-concept, depression, jealousy, self-understanding, responsibility, alienation, value, self-worth.
2. Read and study the five following quotations and keep in mind the above definitions. Write a brief meaning of each quotation in your own words.
   a. "There are no problems we cannot solve together and very few that we can solve by ourselves."
      (L. B. Johnson)
   b. "We were two and had but one heart between us."
      (F. Villon)
   c. "We cannot be separated in interest or divided in purpose. We stand together until the end."
      (Woodrow Wilson)
   d. "We come to reason, not to dominate. We do not seek to have our way, but to find a common way."
      (L.B. Johnson)
   e. "United we stand, divided we fall."
      (G. P. Morgan)
3. Select two of the above quotations and seek out a successful adult in your community (e.g. teacher, minister, mechanic, business person, secretary, truck driver, etc.) and ask them to read the quote and state what it means to them.
4. Participate in a class discussion on the meaning of the five quotes listed in the Learning Activities and take notes.

Evaluation

Given your choice of one of the quotes listed in the Learning Activities, select one and list five ways it will assist you in working cooperatively in your occupation.

Student Competency Sheet

Unit III: EMPLOYMENT

Competency 1. Look for a Job

Learning Checklist

1. Check the Dictionary of Occupational Titles for health occupation titles that interest you.
2. Check the Occupational Outlook Handbook for information relating to each of these jobs.
3. Consult the local telephone book and patient care institutions that hire employees under the job titles that interest you.
4. Make a list of the employers' names, addresses and telephone numbers.
5. Look in the Classified Ads section of local, regional and statewide newspapers for employers that are looking for employees with health care job titles that interest you.
6. Make an appointment with the school placement officer (if one is available) or the guidance person in charge of job placement. Find out what jobs are available on the local, regional, state and national level. (Find out also what degree of training and experience is usually required for these jobs. Discuss with the counselor the possibilities for additional training after high school: Schools which offer courses or programs you are interested in, possibilities for financial aid, and how to apply for financial aid.)
7. Visit local employers and find out what the working conditions are, distance needed to travel, employee benefits, competencies needed and salary for the job you are interested in.

Learning Activities

1. Read What Color Is My Parachute? or references provided.
2. Read the Dictionary of Occupational Titles (the 070, 072, 075, 076, 078, 079, 354 and 355 series, all of which pertain to health occupations). Pick at least three jobs that interest you. Discuss them with your instructor and/or class.
3. Take notes from a lecture by your instructor on opportunities in health occupations.
4. Write a separate list of:
   a. Things you like to do.
   b. Things you do not like to do.

c. Things you feel you do well.

d. Things other people have complimented you on.

e. Equipment you can use.

f. Jobs you feel you would like to have.

g. Places you would like to live and work.

h. Your living expenses when you are working.

5. Read the Occupational Outlook Handbook. (Check the index for job titles you selected from the Dictionary of Occupational Titles.) Then, discuss with classmates:

   a. The nature of the work.

   b. Places of employment.

   c. Training, other qualifications, and advancement.

   d. Employment outlook.

   e. Earnings and working conditions.

6. Interview a person who is currently employed in a health occupation that interests you.

7. Look for a job that interests you. If you are actually looking for a job, apply at as many places as you can find.

Evaluation

Research the employment opportunities in health occupations; be able to identify several (at least three) jobs that interest you.

Be aware of the employment market for jobs that interest you.

Be able to match competencies you have developed with those necessary to obtain a job or jobs that interest you.

Unit III: EMPLOYMENT

Competency 2. Write a Personal Data Sheet (Resume)

Learning Checklist

1. Gather all the important information about yourself in these areas:

   a. Education.

   b. Work experience.

   c. Accomplishments and honors.

   d. Relevant personal information.

   e. Names of references, after you have asked if they would be a reference for you.

2. Assemble this information in this outline form, or a recommended form.

   a. Personal information: name, address, telephone number, date of birth, condition of health and social security number.

   b. Education: names and addresses of schools attended, levels completed and major areas of study. If your instructor maintains a list of competencies you have completed, make arrangements to include the list or mention it is available.

   c. Military service: branch of military, rank at the time of discharge, type of duty.

   d. Employment and work experience: list in order, beginning with the most recent to your first employment. Include: employer, dates, job title, duties, salary, supervisor and reason for leaving.

   e. Awards, honors and professional organization.

   f. Personal references: complete names, titles, addresses and telephone numbers of three people that would recommend you for employment.

Learning Activities

1. Read appropriate pages of references provided by your instructor or page 585, General Business For Economic Understanding, 11th ed., DeBrum, Haines, Malsbary, Daughtrey. (Southwestern Publishing, 1976).

2. Obtain a social security card if you do not have one. Ask your instructor how this can be done locally.

3. Develop a personal data sheet by following the outline provided in the performance checklist. Use the sample data sheet as a guide. (III-2-1)

Evaluation

Submit your personal data sheet to your instructor. It must include complete information as outlined and be neatly typewritten.

Sample Data Sheet III-2-1

Helen Anne Healthworker

Personal Information:

Address: 1900 Front St.
Charleston, West Virginia 25000
Telephone: (304) 123-4567
Date of Birth: January 1, 1960
Physical COndition: Excellent
Social Security Number: 123-44-5555

Education:

Parkersburg Community College Parkersburg, West Virginia	Associate of Science May, 1980. LPN Program Completed
United Career Center Rt. 3 Clarksburg, West Virginia 26301	May, 1978, Nursing Assistant Program Completed
Roosevelt High School Clarksburg, West Virginia 26301	May, 1978, Diploma

Employment:

Meadowland Nursing Home
123 Meadow Lane
Clarksburg, West Virginia 26301
Dates: May, 1976 to August 1978 (Part-Time)
Job Title: Nurse Aide
Duties: Assisting Patients; Change Linens; Read to Patients.
Salary: $3.50 per hour
Supervisor: Ms. Laura Anderson
Reason for Leaving: Return to Schocl

Awards, Honors and Professional Organizations:

Vocational Industrial Clubs of America (VICA)
President, 1977-78.

References:

Ms. Laura Anderson, RN
Meadowland Nursing Home
Clarksburg, West Virginia 26301
(304) 622-0123

Dr. Ronald Back, Director
Meadowland Nursing Home
Clarksburg, West Virginia 26301
(304) 622-0123

Ms. Nancy Lane, Instructor
United Career Center
Clarksburg, West Virginia 26301
(304) 622-0001

Student Competency Sheet

Unit III: Employment Skills

Competency 3: Complete a job application

Learning Checklist

1. Read the application from carefully before filling it out.
2. Refer to your Personal Data Sheet (resume). Fill out all the blanks as they apply to you.
3. Draw a short line in the blanks that do not apply, or write N/A (not applicable).
4. Either print or write, as directed. (NOTE: Never use both.)
5. Use either a pen or a clear-writing pencil. (Never use both.)
6. Do not use abbreviations.
7. Be neat, accurate and honest with all information.
8. Always write your signature.
9. Do not write in the blanks that are to be used by the company.

Learning Activities

1. Locate the following information needed to successfully complete a job application form: Use your personal data sheet.

   Personal Data

   a. Date of Birth (DOB)
   b. Place of Birth (POB)
   c. Social Security Number (SSN)
   d. Telephone number, including area code
   e. Residence, including ZIP Code
   f. Marital status (if listed)

   Educational Information

   a. High school and college
   b. Courses taken
   c. Co-curricular activities
   d. Extra-curricular activities

e. Special awards and recognitions

Military information

Previous employment

2. Read and learn the terms listed on Information Sheet III-3-1 ("Terms to Know to Fill Out a Job Application"). Discuss these terms with your class.

3. Take the self-check test supplied by your instructor. (See Self-Check Test III-3-2).

4. Practice completing an application for employment (Information Sheet III-3-3).

5. Fill out a different application form provided by your instructor or an employer.

6. Read: Pages 585-588, General Business for Economic Understanding, 11th ed., DeBrum, Haines, Malsbary, Daughtrey, (Southwestern Publishing Co., 1976), or pages 522-523, General Office Practice, 3rd Ed., Archer, Brecker, Frakes, Stewart, (McGraw-Hill Book Company, 1968) or the reference provided by your instructor.

Evaluation

Complete the application form provided by your instructor. The directions printed on the application form will be completed with 100% accuracy. All information filled in on the application will be spelled correctly. The completed application will appear in a neat form. The completed application must be approved by your instructor.

INFORMATION SHEET
III-3-1
TERMS TO KNOW TO FILL OUT A JOB APPLICATION

1. Nationality--country where a person is born.
2. Guardian--person in charge of the legal care of a youth.
3. Marital status--single, married, divorced or widowed.
4. Number of dependents--individuals who depend upon you for their support.
5. Ethnic group--caucasian (white), negroid (black), Indian, Asian, other.
6. Limitations--health or physical condition that may hinder a person on the job.
7. Capabilities--things you do well.
8. Compensation--pay for time not able to work.
9. Naturalized citizen--a person who has gone through the legal process to become a U.S. citizen.
10. Natural born citizen--a person who is born in a country.
11. Fringe benefits--things given an employee other than money.
12. Wage--the hourly rate of pay.
13. Salary--monthly or yearly contract payments.
14. Supervisor--a person who oversees the work of another person.
15. Employee--a person who works for another person or company.
16. Employer--a person or company who hires another.
17. O.A.S.I.--Old Age Survivors Insurance.
18. Deduction--that which is taken from a pay check.
19. Federal withholding--tax money taken out for the U.S. Government.
20. State withholding--tax money taken out by the State Government.
21. Annuity--a form of saving money.
22. Gross Pay--the total amount paid before deductions.
23. Take home pay--the amount that is taken home.
24. Management--those who make decisions.

Information Sheet III-3-1 (cont'd)

25. Personnel Manager--person who is in charge of people.

26. Job interview--the person-to-person contact between employee and employer.

27. F.I.C.A.--(Federal Insurance Compensation Act)--money taken out for Social Security.

Self-Check Test III-3-2

Define the following terms:

1. Nationality-_____
2. Guardian-_____
3. Marital status-_____
4. Number of dependents-_____
5. Ethnic group-_____
6. Limitations-_____
7. Capabilities-_____
8. Compensation-_____
9. Naturalized Citizen-_____
10. Natural born citizen-_____
11. Fringe benefits-_____
12. Wage-_____
13. Salary-_____
14. Supervisor-_____
15. Employee-_____
16. Employer-_____
17. O.A.S.I.-_____
18. Deduction-_____
19. Federal withholding-_____
20. State withholding-_____
21. Annuity-_____
22. Gross Pay-_____
23. Take home pay-_____
24. Management-_____
25. Personnel Manager-_____
26. Job interview-_____
27. F.I.C.A.-_____

INFORMATION SHEET
III-3-3
Application for Employment

Personal Information

Print Name Mr. Ms.

Last First Middle

Address:
No. and Street

City State Zip Code

Telephone: / / Social Security No.
Area Code No.

Is Your Age (check one) Under 18__ 18-65__ over 65__

Are you a citizen of the U.S.A.? ___yes ___no

If you are not a citizen of the U.S.A., do you have a legal right to remain permanently in the U.S.?
___yes ___no

==========

Job Interest

Position Desired: | Date Available:

Wages or salary $ hr. per wk. mo. expected | Other Work For Which You are Qualified

Willing to Work Night Shift Yes No | Have You Ever Applied for a Security Clearance? Yes No

==========

U.S. Military History

Branch Date Entered / / Date Discharged / /

Rank When Discharged Armed Forces Reserve Branch or National Guard Active Inactive

List Any Special Skills Acquired While In U.S. Armed Forces

Information Sheet III-3-3 (cont'd)

Educational Background

School Name and Address of School Include Grade School, High School, Trade School, College or Business School, Night School, Correspondence School, Other	Dates of Attendance From	To	Diploma Degree or Certificate	Course of Speciality

School Activities

Sports: Student Government: List others

Clubs or Fraternities (Sororities): List Offices

Honorary Clubs:

Academic Honors:

==========

Employment History

Please Cover Employment for Past 10 Years, Including U.S. Military

Date	Name & Address Employer	1. Job Title 2. Department 3. Name of Supervisor	Describe Major Duties	Wages	Reason for Leaving
From Mo.Yr. to Mo.Yr.		1. 2. 3.		Start $____ per Final $____ per	

Information Sheet III-3-3 (cont'd)

References

Please Give Professional and Personal References

Name (First, Middle, Last)	Address (Street, City, State)	Occupation (Position or Title)

Pre-Employment Statement

I voluntarily give this Company the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies or corporations supplying such information.

I consent to taking the pre-employment physical examination and such future physical examinations as may be required by the Company. I agree to wear or use protective clothing or devices as required by the Company and to comply with the safety rules.

If employed by the Company, I understand that this employment is subject to the security policies of the Company. I further understand that if the position for which I am hired requires access to classified information and I am not able to obtain a security clearance, I will not be allowed to work in this position. My employment with the Company in a position not requiring security clearance depends upon the existence of such a position for which I am qualified.

I further understand that any false answers or statements made by me on this application or any supplement therein or in connection with the above mentioned investigation will be sufficient grounds for immediate discharge.

Applicant's Signature_____ Date_____

Student Competency Sheet

Unit III: EMPLOYMENT

Competency 4. Prepare for a Job Interview

Learning Checklist

1. Write a letter of application and ask for an interview. Or, go directly to the employer and ask for an interview.
2. Secure as much information as possible about the institution and its services before the interview. Know what kinds of patients are served and the qualifications you must have to perform the job.
3. Get a good night's sleep before the interview.
4. Before going to the interview, make sure you have a neat, appropriate appearance.
5. Be prompt for the interview.
6. Go alone.
7. Look pleasant.
8. Introduce yourself in a quiet, pleasant way.
9. Shake hands firmly.
10. Sit erect (if the prospective employer indicates that you should sit down.)
11. Avoid signs of nervousness (such as tapping fingers or foot).
12. Look the interviewer in the eye.
13. Be ready to describe your competencies and qualifications to the interviewer.
14. Be ready to take a performance test if the job requires it.
15. Leave discussion of salary to the end of the interview.
16. Thank the interviewer before you leave.
17. Every interview should be followed up with a letter of appreciation.

Learning Activities

1. Read appropriate pages of the reference provided by your instructor or; read page 588, General Business for Economic Understanding, 11th ed., DeBrum, Haines, Malsbary, Daughtrey,

(Southwestern Publishing Co., 1976), or read pages 519-521, General Office Practice, 3rd Ed., Archer, Brecker, Frakes, Stewart (McGraw-Hill, 1968).

2. Complete Self-Check Test III-4-1.

3. Write a letter of application (see Information Sheet III-4-2).

4. Develop a list of competencies you have mastered.

5. Read the following Information Sheets:

   (a) "Things to Remember at the Interview" Information Sheet III-4-3.

   (b) "Some Frequently Asked Questions During the Interview" Information Sheet III-4-4.

6. Review "Checklist to be Used Before Going for an Interview" Information Sheet III-4-5.

Evaluation

Prepare for a job interview. You will be interviewed by your instructor or by another student and observed by your instructor. The information provided on the information sheets will be the standard.

SELF-CHECK TEST
III-4-1

1. Prior to an interview, a well-prepared applicant should:

   a. Rely on memory to answer or fill out any questions.

   b. Be prepared to answer questions by composing their own questions and answers.

   c. Answer all questions "off the top of the head."

2. For the interview, an applicant should:

   a. Wait for the interviewer to explain what the company's business is.

   b. Not worry about the company and just interest themself in a specific job.

   c. Research the company.

3. In preparation for the interview, an applicant should:

   a. Locate the company prior to the interview.

   b. Leave early enough to find the company on the day of the interview.

4. Appropriate dress for an interview might be:

   a. Blue jeans and a shirt.

   b. Your best dress-up clothes.

   c. Clean, neat clothes appropriate to the company and the job you're applying for.

5. When an interview is scheduled for 10:00 a.m., the applicant should:

   a. Not worry about being ten (10) minutes late.

   b. Be punctual.

   c. Arrive an hour early.

6. When speaking with the interviewer, an applicant should:

   a. Emphasize good points.

   b. Tell the interviewer they didn't do so well in some skills or courses.

   c. Avoid the whole truth.

7. To answer any questions an interviewer might ask, an applicant should:

   a. Be honest, factual and sincere.

   b. Make up something if they don't know the answer.

   c. Lie if necessary to make a good impression.

8. If asked, "What can you do?" an applicant should:

   a. Avoid saying, "I'll do anything."

   b. Tell the interviewer, "It depends."

   c. Say, "I'll do anything."

9. When speaking to an interviewer, an applicant should:

   a. Try to look the interviewer in the eye.

   b. Read the pre-written paper.

   c. Look around the room.

10. An appropriate response to end an interview might be:

   a. "Thank you."

   b. "See you later."

   c. "Please pick me."

11. If an applicant never hears from the company, they should:

   a. Never apply for another job.

   b. Tell friends never to apply there.

   c. Not be discouraged.

12. If an applicant doesn't get the job, they should:

   a. Analyze why.

   b. Forget about the interview.

   c. Blame it on the interviewer.

13. If an applicant doesn't get the job, they should:

   a. Mourn.

   b. Keep trying.

   c. Be content to be unemployed.

*No answers are provided for this self-check test. Instead, use each item as a discussion item with your instructor and class. Also, look for the correct answers as you complete the other Learning Activities for this task.

INFORMATION SHEET
III-4-2

1900 Front Street
Charleston, West Virginia 25000
September 10, 1980

Mr. James Polk
Personnel Director
Ace Nursing Home
253 Brownlee Road
Charleston, West Virginia

Dear Mr. Polk:

In response to your ad for LPN's in the Sunday, September 9, 1980 edition of The Charleston Post, I am enclosing a resume.

I have recently completed the LPN program at Parkersburg Community College, where I satisfactorily completed all the required competencies for this program.

My experiences in school and in my position at Meadowland Nursing Home will indicate to you that I am very much interested in a career as a Nurse. You will note also that I have had a great deal of leadership experience through VICA, which will indicate both my interest nursing and potential to be an asset to your Nursing Home.

I would appreciate your consideration of me as a member of your organization. I can be contacted for an interview at 123-4567.

Thank you very much.

Sincerely,

Helen Anne Healthworker

Enclosure

INFORMATION SHEET
III-4-3
THINGS TO REMEMBER DURING THE INTERVIEW*

1. Sit up straight.
2. Speak in a quiet, pleasant voice.
3. Try to answer all questions correctly.
4. Never talk about personal problems.
5. Be respectful.
6. Use the best English at all times.
7. Know or write down the questions you wish to ask during the interview.
8. Never smoke or chew gum during the interview.
9. Inquire as to what follow-up procedure is required.
10. School subjects you liked best, extracurricular activities.
11. Your educational plans.
12. Ask some questions about the firm.
13. If you've ever been employed, be able to list employer, name of firm, date employed, address, salary and reason for leaving.

*Courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education--State Department of Vocational Education, Richmond, Virginia.

INFORMATION SHEET
III-4-4
SOME FREQUENTLY ASKED QUESTIONS DURING THE INTERVIEW*

1. What are your future vocational plans?
2. In what school activities have you participated?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work at our company?
6. What jobs have you held? Why did you leave?
7. What course did you like best in school? Least? Why?
8. What do you know about our company?
9. Do you feel that you have received good general training?
10. Why do you feel that you will be successful in your field?
11. What extracurricular offices have you held?
12. What are your ideas on salary?
13. Do you prefer any specific geographic location? Why?
14. How much money do you expect to earn at the age of 20? 30?
15. How did you rank in school?
16. Do you think that your extracurricular activities were worth the time devoted to them?
17. What personal characteristics are necessary for success in your field?
18. Are you looking for a permanent or temporary job?
19. Do you prefer working alone or with others?
20. Can you take instructions without feeling upset?
21. Tell me a story.
22. Are you primarily interested in making money or do you feel that service to your fellow man is satisfactory pay?
23. Can you get recommendations from previous employers?

Information Sheet III-4-4 (cont'd)

24. What interests you about our products and services?

25. Do you feel you have done the best scholastic work of which you are capable?

26. How long do you expect to work?

27. Have you ever had any trouble getting along with fellow students?

28. Do you like routine work?

29. What size city do you prefer?

30. What is your major weakness?

31. Will you work hard to get ahead?

32. Are you eager to please?

33. What do you do to get in good physical condition?

34. Have you had serious illnesses or injuries?

35. Are you willing to relocate if the company wishes?

36. What job in the company would you like most to have?

37. Is it difficult for you to get along with people who have different backgrounds and interests than you?

38. Should an employer consider your grades? Why?

39. Would you be willing to work overtime? How much?

40. Do you possess any special skills or abilities?

41. What have you done that indicates initiative and a desire to work?

42. You have a complaint about your job or working condition. How would you handle it?

43. You and a fellow worker are having differences about your job. What would you do?

44. You have an idea you feel will help the company. What would you do?

*Courtesy of the Virginia Polytechnic Institute and State University Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education Service, Division of Vocational Education--State Department of Education, Richmond, Virginia.

INFORMATION SHEET
III-4-5
CHECKLIST TO BE USED BEFORE GOING FOR AN INTERVIEW*

	Yes	No
1. Did I plan ahead for the interview?	___	___
2. Am I nervous when I meet people?	___	___
3. Do I ask intelligent questions?	___	___
4. Do I become tense when asked questions?	___	___
5. Am I highly emotional?	___	___
6. Do I take pride in my appearance?	___	___
7. Do I listen when someone else is talking?	___	___
8. Do I look at the speaker?	___	___
9. Do I practice good posture?	___	___
10. Do I use proper English?	___	___
11. Do I think before answering?	___	___
12. Do I answer honestly?	___	___

*Check list courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education Service, Division of Vocational Education, State Department of Education, Richmond, Virginia.

UNIT IV

HUMAN RELATIONS

Student Competency Sheet

Unit IV: HUMAN RELATIONS

Competency 1. Understand Yourself

Learning Checklist

1. Analyze yourself (interests, aptitudes, abilities, etc.).
2. Analyze your needs, both personal and financial.
3. Explore possible careers which will match your personal characteristics and needs.
4. Establish a career goal.
5. Set short term goals that will help reach your career goal.

Learning Activities

1. Read pages 81-94, Succeeding in The World of Work or appropriate pages of a resource provided by your instructor.
   a. Make a vocabulary list of new words.
   b. Learn what these words mean.
   c. Discuss these new words in small groups or as a class.
2. Rate your own personality, using the "Personality Rating Sheet IV-1-1" included.
   a. List your personality traits which need improvement (anything not rated as "good" or "excellent". Try to be honest and objective.
   b. Discuss your goals with your instructor to get helpful suggestions for improvement of personality traits which may affect your career plans.
   c. Write your plan for improving any areas not rated as "good" or "excellent".
3. Write a paragraph on each of the following words, expressing what the words mean to you.
   a. Parental pressure, teacher pressure, peer pressure.
   b. Marital status.
   c. Economic resources.
   d. Self-concept.

Evaluation

Submit your "Personality Rating Sheet" and plans for improvement to your instructor. Be able to justify any ratings you have given yourself.

PERSONALITY RATING SHEET
IV-1-1

Trait	Excellent	Good	Fair	Poor
Attitude	____	____	____	____
Courtesy	____	____	____	____
Dependability	____	____	____	____
Desire to Succeed	____	____	____	____
Enthusiasm	____	____	____	____
Foresight	____	____	____	____
Friendliness	____	____	____	____
Honesty	____	____	____	____
Initiative	____	____	____	____
Loyalty	____	____	____	____
Morality	____	____	____	____
Neatness	____	____	____	____
Open-Mindedness	____	____	____	____
Appearance	____	____	____	____
Puncuality	____	____	____	____
Self-Control	____	____	____	____
Sense of Humor	____	____	____	____
Tactfulness	____	____	____	____

Student Competency Sheet

Unit IV: HUMAN RELATIONS

Competency 2. Understand Successful Work Attitudes

Learning Checklist

1. Identify personal traits that affect your relationship with others.
2. Analyze how personal traits and attitudes of others affect you.
3. Analyze how your personal traits affect others.
4. Identify and analyze the ways the attitudes of others are influenced by your attitudes, traits and habits.
5. Make a plan to upgrade your attitudes, traits and habits.

Learning Activities

1. Read pages 50-61, Succeeding in the World of Work; or references provided.
   a. List and define new terms.
   b. Discuss these terms and what they mean to you with your classmates.
2. Read and complete Information Sheet IV-2-1, "Personality Rating."
   a. Put your completed rating sheet in an envelope and seal the envelope.
   b. Give the envelope to your instructor to keep until you have completed the activities for this task.
3. Participate in a class discussion on positive and negative attitudes as related to the Health occupation worker:
   a. Role-play attitudes which have been identified by the group.
   b. How have the attitudes demonstrated in the role-play situation changed when the actors played the role of a child? an adult? an elderly person? a handicapped person? a terminally ill patient?
   c. Your instructor will evaluate your performance.
4. Take the written task test (IV-2-2). You must answer 12 of the 15 questions correctly.

5. Your instructor will return the envelope which contains your self-rated "Personality Rating."

   a. Review your self-ratings. Rate yourself again. Have the ratings changed?

   b. Discuss with your instructor the ways you can improve your personality traits to be a more effective health occupation worker.

Evaluation

Demonstrate your understanding of the principles involved in "successful work attitudes."

1. Your instructor will evaluate your role-play performance of positive and negative attitudes. Your performance must show that you understand:

   a. Yourself in a given role.

   b. How your attitude reflects on your relationship with co-workers.

   c. How your attitude reflects on your relationship with your supervisors.

   d. How your attitude reflects on your relationship and effectiveness with patients.

2. On the task test IV-2-2, you must answer 12 of the 15 questions correctly.

INFORMATION SHEET
IV-2-1
UNDERSTAND SUCCESSFUL WORK ATTITUDES

You have read about and discussed traits which make up personality and affect your relationships with others. These traits are very important to Health Occupation Workers. Rate your own personality according to the chart below:

	Personality Rating				
Trait	Excellent	Good	Fair	Poor	Very Poor
Attitude					
Courtesy					
Dependability					
Desire to Succeed					
Enthusiasm					
Foresight					
Friendliness					
Honesty					
Initiative					
Loyality					
Morality					
Neatness					
Open-Mindedness					
Appearance					
Punctuality					
Self Control					
Sense of Humor					
Tact					

TASK TEST
IV-2-2
UNDERSTANDING SUCCESSFUL WORK ATTITUDES

Answer each by cricling "T" for true, or "F" for false. You must achieve 12 out of 15 correctly. No references may be used.

T F 1. The most important factor in job success is attitude.

T F 2. About two-thirds of the young workers who lose their job do so because of poor attitude.

T F 3. Those who are most agreeable to take on an unpleasant task are often the first to be awarded with pay increases.

T F 4. It is not important to be friendly with your co-workers.

T F 5. If you cannot be loyal to your employer and your company, you should look for another job.

T F 6. Regardless of how a criticism was meant, it is constructive or destructive depending on how you use it.

T F 7. If you are too ill to go to work, it is best to stay home, and then let the employer know why you missed work as soon as you are well.

T F 8. It is not fair for an employer to criticize your work until you have had time to learn the job.

T F 9. Most employers like workers who follow directions exactly as given.

T F 10. The behavior we develop by the time we leave high school affects us for the rest of our lives.

T F 11. The ability to get along with others is something that you are "born with"--it can't be learned.

T F 12. Written evaluations of your work by your employer are legal.

T F 13. A sense of humor is the ability to laugh when the joke is on you.

T F 14. Criticism is necessary in the job situation.

T F 15. It is best to become close friends with a co-worker during the first week or two on the job.

Student Competency Sheet

Unit IV: HUMAN RELATIONS

Competency 3. Use principles of Human Relations

Learning Checklist

1. Make a list of things others do or attitudes they have that annoy you or that you find difficult to deal with.
2. Make a list of things you do or attitudes you have that might annoy others or make others feel you are difficult to deal with.
3. Make a list of things you find pleasant in others.
4. Make a list of things others have found pleasant in you.
5. Review these lists to identify positive things about yourself that can influence others.
6. Analyze how the things you listed in #5 can affect your career goal.

Learning Activities

1. Read pages 104-111, Succeeding in the World of Work,or references provided.
   a. List and define new terms.
   b. Discuss these terms and what they mean to you with your classmates.
2. Write a paragraph discussing why human relationships are important to your career. Have your instructor evaluate your work.
3. With a fellow student, role-play a situation between a health occupation student and a patient or hospital employee.
   a. Have your instructor evaluate your behavior during the performance.
   b. Have your classmates discuss their reactions to your performance.
4. Using the same student partner as in Learning Activity 3, describe in writing what message this person's body language conveyed to you during your demonstration. Discuss your findings with your partner.
5. While you are in clinical practice sessions at the patient facility, your instructor will evaluate your progress. Look at the "Performance Appraisal" example (Information Sheet IV-3-1).

Each area of your performance is appraised: skill competence and personal effectiveness (how your actions affect others). Disscuss with your classmates how you can strive to achieve personality performance skills that will help you earn the best ratings for each item on the form.

6. Take the written evaluation for this task. (Task Test IV-3-2). You must answer 12 of the 15 questions correctly. (You may not use references.)

Evaluation

1. Your instructor will evaluate your written and performance demonstrations of how well you understand and can cope with factors which motivate the way people behave.

2. Your instructor will evaluate the written test for this task. You must answer 12 of the 15 questions correctly.

TASK TEST
IV-3-2
USING PRINCIPLES OF HUMAN RELATIONS

The following true/false questions deal with the Principles of Human Relations. Place a circle around the letter which represents the correct answer.

T F 1. The ability to make things happen is important both in your social life and in your career.

T F 2. Some things we do for no reason at all.

T F 3. We are more effective in our human relationships if we know why others behave as they do.

T F 4. Everything we do is because we want something.

T F 5. Adults are more self-centered than children.

T F 6. Human beings usually behave on the basis of what is logical.

T F 7. Everyone has some feelings of insecurity.

T F 8. Showing a sincere interest in someone can help you influence that person.

T F 9. Although a smile may be useful in your social life, it is of little value in your career.

T F 10. Putting up a good argument will help you influence others.

T F 11. Catching other people in the right mood is an important factor in making them behave as you would like.

T F 12. Once you can show that another person has made a mistake, it is important that you get him or her to admit it.

T F 13. Everyone has a basic need to feel important.

T F 14. It is easier to influence another with praise than with criticism.

T F 15. You can tell a great deal about a person by observing his or her mannerisms.

Student Competency Sheet

Unit IV: HUMAN RELATIONS

Competency 4. Use Principles of Law and Ethics

Learning Checklist

1. Locate and learn laws, codes of ethics and "bills of rights" as related to Health Occupation workers.
2. Determine the difference between "laws" and "ethics."
3. Determine any differences between the "rights" of a patient and the "rights" of a Health Occupation worker.
4. Develop and defend a personal code of ethics for yourself as an Health Occupation worker.
5. Develop a code of ethics for your class.

Learning Activities

1. Read appropriate pages of available reference material:
   a. Start a vocabulary list for your notebook.
   b. Discuss new terms and what they mean to you with your classmates and instructor.
2. Attend a lecture by your instructor on law and ethics in Health Occupations, as they apply to the student practitioner. The discussion will include:
   a. Patient's Bill of Rights.
   b. Law governing biological transport of goods.
   c. Discuss these items with your class.
3. Work with your class, under the supervision of your instructor, to compose a code of ethics for your occupation. This code will guide you in your professional activities.
   a. First, write your own code of ethics.
   b. Ask your instructor for further activities if you feel insecure in your understanding of law and ethical behavior as related to your occupation.
   c. Work with your class and your instructor to develop a Code of Ethics for your class.
4. Take the written evaluation for this task (Task Test IV-4-1). You must answer 14 of the 20 questions correctly. You may not use references.

Evaluation

1. Your instructor will evaluate your contributions to the class-developed code of ethics.

2. On Task Test IV-4-1, you must answer 14 of the 20 questions correctly.

TASK TEST
IV-4-1
USING PRINCIPLES OF LAW AND ETHICS

Part I

True and False. Circle the letter indicating if the questions are true or false.

T F 1. Personal hygiene and good grooming are related to ethics.

T F 2. Wearing the symbols of your job while shopping helps to enhance your image in the community and is therefore ethical.

T F 3. You enter into an agreement to follow institutional policy when you take a job with a hospital.

T F 4. Ethics applies only to the doctors and nurses who take care of patients.

Part II

Fill in the blanks as indicated:

5. Ethics is a code of behavior that represents the _____ _____ conduct for a particular group.

6. _____=not ethical; not representative of ideal behavior.

7. A commonly used word for "die" in hospital usage is_____.

8. Having to rely on another person for help or support of any kind makes a person _____.

9. Ethical conduct always respects the basic _____ of the patient.

10. Ethics involve moral decision and a knowledge of the difference between _____ and _____.

IV-4-1
USING PRINCIPLES OF LAW AND ETHICS (CONTINUED)

Part III

Match the statement on the right to the most appropriate term on the left.

_____1. duty of care
_____2. statutory law
_____3. invasion of property
_____4. slander
_____5. ethics
_____6. negligence
_____7. privileged communication
_____8. battery
_____9. tort
____10. misdemeanor

A. threatening to injure another person.
B. detaining unlawfully
C. the highest concept of right and wrong
D. meeting expected standards
E. illegal act between persons
F. less serious crime
G. making personal information public without due consent
H. failure to give reasonable care
I. laws made by legislature
J. verbal defamation of character
K. unlawful handling of a person without their consent.
L. written law
M. information kept in trust by medical personnel

Student Competency Sheet

Unit IV: HUMAN RELATIONS

Competency 5. Practice Good Health Habits

Learning Checklist

1. Define good health habits relating to: posture, exercise, cleanliness, nutrition, sleep and rest, care of eyes, teeth, hair, complexion, hands and fingernails.
2. Organize a plan for good health habits.
3. Practice the plan.

Learning Activities

1. Read pages 47-56 of Personality Development for Business or appropriate pages of the reference provided by your instructor.
2. View one of the following films: "Good Looks", Modern Talking Pictures; "Cleanliness and Health", University of Michigan Film Library. Discuss the film with the class.
3. Make a schedule for daily and weekly grooming, chart your activities for two weeks.
4. Discuss and list ways of aiding a good night's sleep.
5. List habits of good care of your: eyes, teeth, hair, complexion, hands, fingernails, etc.

Evaluation

Write a weekly plan for good health habits. Chart the plan for two weeks and submit to your instructor.

UNIT V

CHARTING, REPORTING, AND RECORDING

Student Competency Sheet

Unit V: CHARTING, REPORTING AND RECORDING

Competency 1. Use Simple Medical Terminology

Learning Checklist

1. Learn the uses of a patient chart/report.
2. Identify information required on a patient chart/report.
3. Learn the terminology and abbreviations used on a patient chart/report.
4. Learn terms and abbreviations used to record patient observations.

Learning Activities

1. Read the sections of your textbook which explain the techniques of charting, reporting and recording.
2. View, take notes and discuss Trainex film, "Observation and Charting."
3. Review the patient chart sheet (V-1-1).
4. Participate in a class discussion on charting procedures.
5. Review the information sheet (V-1-2), "Commonly Used Abbreviations." The terms listed are commonly used. They are essential to accurate charting of patient information. Review them and discuss them with your classmates.
6. Complete the "Self Check Test" (V-1-3) to see how well you have learned the commonly used abbreviations.
7. Define the descriptive terms which are given on form V-1-4. Use your textbook and other references.
8. Complete the "Self Check Test" (V-1-5) to see how well you have learned the meanings of the descriptive terms. Check your answers with your instructor.
9. Write a paper (50 words or less) which points out the need to keep patient records and charts and to be sure that they are stored systematically from patient admission to discharge. Discuss your paper with other students and your instructor.

Evaluation

Answer 16 of 20 questions accurately on the instructor's test of your skills of charting, reporting and recording.

INFORMATION SHEET
V-1-2
COMMONLY USED ABBREVIATIONS

abd.	abdomen
ad. lib.	as needed
A.M.	morning
amb.	ambulatory, walking
ax	axilliary (armpit)
bid	twice per day
B.M.	bowel movement
B.P.	blood pressure
B.R.P.	bathroom privileges
$\bar{c}$	with
ca	cancer
cc(c.c.)	cubic centimeters
C/o	complains of pain
DC	discontinue
ECG (EKG)	electrocardiagram
E.R.	emergency room
G.I.	gastrointestional (stomach and intestine)
G.U.	genitourinary
h.	hour
Hgb.	hemoglobin
H_2O	water
h.s.	bedtime
I and O	intake and output
IV	intravenous (within vein)
lab.	laboratory
L.L.Q.	left lower quadrant
L.U.Q.	left upper quadrant
med.	medical (or medication)
noc	night
NPO	nothing by mouth
O_2	oxygen
O.B.	obstetrics
O.R.	operating room
oz.	ounce
p.	pulse
Ped. or Peds.	pediatrics
per	by or through
p.o.	by mouth
post-op	after surgery
p.r.n.	when necessary
psych.	psychology
P.T.	physical therapist
q.h.	every hour
q.s.	quantity sufficient
r or resp.	respirations
s.s.	soapsuds
sse	soapsuds enema
stat	at once
staph	staphylococcus (germ)
T.P.R.	temperature, pulse, respiration
V.D.	venereal disease
via	by way of
wt.	weight

SELF CHECK TEST
V-1-3
COMMONLY USED ABBREVIATIONS

Write out the proper name for these corresponding abbreviations.

1. abd.
2. ad.lib.
3. A.M.
4. amb.
5. ax
6. bid
7. B.M.
8. B.P.
9. B.R.P.
10. c
11. ca
12. cc (c.c.)
13. c/o
14. DC
15. ECG (EKG)
16. E.R.
17. G.I.
18. G.U.
19. h.
20. Hgb.
21. H_2O
22. H.s.
23. I and O
24. lab.
26. L.L.Q.
27. L.U.Q.
28. med.
29. noc
30. NPO
31. O_2
32. O.B.
33. O.R.
34. oz.
35. p.
36. Ped. or Peds.
37. per
38. p.o.
39. post-op
40. p.r.n.
41. psych.
42. P.T.
43. q.h.
44. q.s.
45. r or resp.
46. s.s.
47. sse
48. stat
49. staph
50. T.P.R.
51. V.D.
52. via
53. wt.

INFORMATION SHEET
V-1-4
DESCRIPTIVE TERMS

Define these descriptive terms. You may use references.

1. ecchymotic
2. profuse
3. scanty
4. obese
5. acutely ill
6. anxious
7. cyanotic
8. jaundiced
9. hearty appetite
10. poor appetite
11. edema
12. cheerful
13. gluteal area
14. burping, eructating
15. dyspnea
16. apnea
17. deformed
18. tarry B.M.
19. clay colored B.M.
20. coma
21. alert
22. formed stool
23. liquid stool
24. mucoid
25. stool
26. purulent drainage
27. emesis
28. pale skin
29. flushed skin
30. clubbed fingers
31. flatus
32. atrophy
33. dentures
34. to prevent
35. pass fluid from bladder
36. unable to control

SELF-CHECK TEST
V-1-5
DESCRIPTIVE TERMS

Define these descriptive terms.

1. ecchymotic
2. profuse
3. scanty
4. obese
5. acutely ill
6. anxious
7. cyanotic
8. jaundiced
9. hearty appetite
10. poor appetite
11. edema
12. cheerful
13. gluteal area
14. burping, eructating
15. dyspnea
16. apnea
17. deformed
18. tarry B.M.
19. clay colored B.M.
20. coma
21. alert
22. formed stool
23. liquid stool
24. mucoid
25. stool
26. purulent drainage
27. emesis
28. pale skin
29. flushed skin
30. dlubbed fingers
31. flatus
32. atrophy
33. dentures
34. to prevent
35. pass fluid from bladder
36. unable to control

Student Competency Sheet

Unit V: CHARTING, REPORTING AND RECORDING

Competency 2. Record Patient Information in Chart Form

Learning Checklist

1. Write a patient observation report.
2. Complete a patient record.
3. Complete a patient chart.

Learning Activities

1. View, take notes and discuss Trainex Film, "Observation and Charting."
2. Read the section of your textbook which explains the technique of recording patient information in chart form.
3. Review kardex cards. The patient's chart is confidential information. Discuss both kardex cards and patient charts.
4. Review patient information to be reported. List things necessary to report to the instructor during your clinicial experience at a hospital.
5. Participate in a class discussion on charting and reporting.
6. Obtain chart forms from your instructor and complete them according to directions.
7. Using Examples 1 and 2 from Self-Check Test (V-2-1) to the following:
   a. Complete the headings on the chart forms.
   b. Enter information in the proper form for patient charting.
   c. Check your work with the instructor's answer sheet.
   d. Discuss any discrepancies with your instructor.

Evaluation

Items and information needed for evaluation are:

1. Chart forms
2. Kardex cards
3. Paper, pencil and pen
4. Patient information, general

5. Patient information concerning treatment procedures or observations and progress written in lay terms.

Utilizing the items and information above, without references, you must record with at least 90 percent accuracy patient information using chart form. Your work will be compared with a previously constructed chart form of the same information.

SELF-CHECK TEST
V-2-1
CHARTING

Example 1:

12 noon put in room 101

Ms. John Doe was admitted to the hospital walking with her husband. She said she had pain in her left foot. The usual admitting procedures were done and the results of the recordings are : temperature 98.6 oral, pulse 64, respirations and blood pressure - 120/-70 20 per minute. She has a skin condition that makes her look red. While in bed, she was served a general diet tray and she ate all of it. She walked around the hospital hallway and visited with the other patients. When questioned, she said she felt good.

Example 2:

Chart form the following information:

Jim Jones was admitted from the emergency room to have an operation today. He was taken to room 200 to prepare him for surgery. The procedures are as follows:

Temperature 99.2 taken rectally
Pulse 104 good beat
Respirations 24
Blood pressure systolic 100 diastolic 70

His abdominal skin was shaved and scrubbed with soap. A soap suds enema was given and the results of this procedure was the return of a bowel movement which looked like clay and was colored gray; he also passed a lot of gas. He put on a patient gown and took out his false teeth and put them in a cup; he fell asleep and slept until the orderly came to the room to take the patient to surgery on a gurney.

Student Competency Sheet

Unit V: CHARTING, REPORTING AND RECORDING

Competency 3. Obtain and Record Patient Medical History

Learning Checklist

1. Learn the uses of information from a patient's medical history.
2. Identify information needed for a patient's medical history form.
3. Learn the terms and abbreviations used to record a patient's medical history.

Learning Activities

1. Read the sections of your textbook which explain the purposes and procedures of recording patient medical history.
2. View, take notes and discuss Trainex film "Observation and Charting."
3. Review the "Patient Medical History" form (V-3-1).
4. Participate in a class discussion of the purposes and procedures of recording patient medical history.
5. Complete the "Patient Medical History" form (V-3-1). Record the medical history of a student volunteer.

Evaluation

Read back the volunteer patient's medical history to the patient. At least 90 percent of the information must be accurate. Correct and repeat until 100 percent accurate.

UNIT VI

MAINTAINING A CLEAN, SAFE ENVIRONMENT

Student Competency Sheet

Unit VI: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Competency 1. Wash Hands

Learning Checklist

1. Stand in a comfortable position in front of the sink.
2. Adjust water flow and temperature. Note: If faucets are hand operated, use towel to turn on and off.
3. Wet hands thoroughly.
4. Apply soap to hands.
5. Wash hands for approximately 30 minutes using a circular motion. Be sure to include palms, wrists, backs of hands and fingers of each hand.
6. Rinse well by allowing water to run from wrists to fingertips.
7. Repeat steps 3-6.
8. Dry hands gently.
9. Turn off water using paper towel if faucets are hand operated.
10. Apply hand lotion, if desired.

Learning Activities

1. Read the sections of your textbook which describes the importance and procedure for washing hands.
2. Watch the Trainex filmstrip, "Medical Asepsis."
3. Watch the demonstration by your instructor.
4. Practice the procedure as described in the learning checklist and as demonstrated by your instructor.

Evaluation

1. You will need the following items: washing facilities, paper towels, soap and hand lotion.
2. Your skill at the hand washing procedure will be evaluated by your instructor using the "Performance Check" (VI-1-1).
3. You must be rated acceptable on all items.

PERFORMANCE CHECK
VI-1-1

Name_____

Date_____

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Stood away from sink to avoid contacting skin with clothing.		
2. Adjusted water volume and temperature.		
3. Wet hands.		
4. Applied soap thoroughly.		
5. Washed palms and backs of hands with strong friction.		
6. Washed fingers, between fingers, wrists and lower forearms.		
7. Rinsed well. Allowed water to run from wrists to fingers.		
8. Repeated steps 4-7.		
9. Dried thoroughly with paper towel from wrists to fingertips.		
10. Turned off water with paper towel		
11. Discarded towel in receptacle.		

Student Competency Sheet

Unit VI: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Competency 2: Inventory Instruments and Supplies

Learning Checklist

1. Obtain list of items to be inventoried.
2. Obtain appropriate inventory form(s).
3. Organize equipment and supplies so that all like items are together.
4. Count total number of one item.
5. Record total on inventory form.
6. Repeat steps 4 and 5 until inventory is complete.
7. Report and file information.

Learning Activities

1. Locate and read policy and procedure manual guidelines for nursing responsibilities for inventory of unit supplies and equipment.
2. Compare, if possible, the nursing responsibilities at various hospitals and/or agencies.
3. Review inventory forms provided by your instructor for various categories of equipment and supplies.
4. Inventory supplies and equipment in the nursing laboratory, using the forms provided. Be certain to inventory supplies such as linens, dressing supplies, IV solutions, carting supplies, and disposable patient care packets.
5. As assigned by your instructor, assist with an inventory in the clinical setting. Your instructor will evaluate your performance using the checklist and standards for this task.

Evaluation

Inventory the instruments and supplies provided by your instructor. It must be 100% accurate and follow the policies of your program.

Student Competency Sheet

Unit VI: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Competency 3. Clean Instruments and Supplies

Learning Checklist

1. Open any clamps.
2. Rinse with cool water, forcing water through such itmes as tubing, syringes and needles.
3. Soak items in soap or detergent.
4. Scrub items with brush giving careful attention to grooves and indentations.
5. Rinse under running water.
6. Dry by hand or force-air dry, where appropriate.
7. Place damaged or broken instruments in a container for either repair or discard.
8. Prepare items for sterilization in the appropriate sterilizing solution.

Learning Activities

1. Read the sections of your textbook which explain the importance and procedures for cleaning instruments and supplies.
2. Practice the procedures outlined above in the learning checklist with a fellow student observing and evaluating your performance.
3. Visit a central supply service area at a hospital.
4. Discuss, in small groups, the task of cleaning instruments and supplies for return to hospital central supply service.

Evaluation

1. Wash and dry instruments and supplies furnished to you by your instructor.
2. Your instructor must evaluate each instrument and supply item to be sure it is clean and sterile for return to central supply service.

Student Competency Sheet

Unit VI: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Competency 4. Observe Body Mechanics and Safety Measures

Learning Checklist

Stooping

1. Feet apart, one foot slightly advanced.
2. Position to provide stable base of support.
3. Lower body to stooped position; back and trunk straight; knee and hip joints flexed.
4. Shift weight to advanced foot and ball of rear foot.
5. Raise the body to a standing position: back kept straight; move initiated by extending hip and knee joints.

Reaching

1. Start with a stable base of support.
2. Start movement with body in good alignment and balance.
3. Check distance to be reached in order to obtain object. Obtain footstool or ladder for use if necessary.
4. Utilize footstool appropriately: line of gravity centered over center of footstool; feet in balanced position.
5. Reach up from a position directly in front of the object.
6. Lift the object from the shelf using good alignment procedures.
7. Lower the object with smooth, coordinated movement.
8. Lower yourself from the ladder or footstool, if required, using principles of body alignment.
9. Place the object on a shelf of working height or stoop and lower it to the floor observing good principles of body alignment.

Pivoting

1. Stand with feet slightly apart, knees slightly flexed.
2. Set trunk and pelvic muscles for action.
3. Set thigh and leg muscles.
4. Shift weight to ball of each foot.

5. Pivot or make 90 degree turn on feet. (Body moves simultaneously with feet so that there is no twisting of lower back.)

6. Distribute weight equally on each foot following turn.

Lifting and Carrying

1. Start with a stable base.

2. Demonstrate proper body alignment.

3. Grasp a box of books (or other object) in its center of gravity.

4. Set abdominal and arm muscles for action; lift box of books; bring it close to own line of gravity.

5. Carry box near midline of body for a period of approximately five (5) minutes.

6. Shift box from side to side as required during period of support.

7. Place box on counter or chair for short periods of time during which you may observe rest period.

8. Return box of books to storage area.

Pushing and Pulling

1. Start action with stable base of support.

2. Position observing principles of body alignment and keeping body erect (feet at least eight (8) inches apart with one foot slightly advanced).

3. Set trunk and leg muscles.

4. Lean toward stretcher in order to push. Observe principles of good body alignment during this action, keeping back straight and erect.

5. Lean away from stretcher in order to pull. Observe principles of good body alignment during this action, keeping back straight and erect.

6. Return equipment to storage area.

Learning Activities

1. Read portions of textbooks dealing with body mechanics and safety measures (see Bibliography).

2. Observe a demonstration by your instructor.

3. In small groups, demonstrate for fellow students one of the five movements listed.

4. Practice all of the movements.

5. As available, watch any of the following filmstrips/films:

   a. "Body Mechanics" - Trainex

   b. "A New Way to Lift" - C & P Telephone

   c. "To Fall or Not to Fall" - C & P Telephone

   d. "Facts about Backs" - West Virginia State Department of Health

   e. "I Am Joe's Back" - West Virginia State Department of Health (a Readers' Digest film)

   f. "The Muscular System" - West Virginia State Department of Health

   g. "The Skeletal System" - West Virginia State Department of Health

6. Discuss, in small groups, the films/filmstrips available to your class.

7. Perform return demonstrations for your instructor or fellow student for two (2) of the five (5) movements.

8. Diagram proper body mechanics for all five (5) movements, using simple stick figures. Keep these in your notebook for future reference.

9. Complete the written test for this task.

Evaluation

Using a ladder or footstool, a box of books, and a stretcher with a heavy object on it, perform good body mechanics using safety measures in stooping, reaching, pivoting, lifting and carrying, and pushing and pulling.

In order to successfully complete this task the student's body must be kept in good body alignment using the correct muscles for each movement. The written examination must be completed with 85% accuracy.

Student Competency Sheet

Univ VI: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Competency 5: Position Patient in Bed

Learning Checklist

1. Side-lying or lateral position
    a. Wash hands.
    b. Identify patient and explain procedure.
    c. Adjust bed.
    d. Lower siderail on near side.
    e. Prepare the patient for movement.
    f. Place patient in side-lying (lateral) position.
    g. Align patient's body in good position.
    h. Flex patient's upper leg so it does not rest on lower leg.
    i. Position patient's lower arm to rear of patient.
    j. Support body in good alignment.
    k. Use artificial aids to reduce pressure, if necessary.
    l. Raise and lock siderail.
    m. Record procedure.
2. Prone position
    a. Wash hands.
    b. Identify patient and explain procedure.
    c. Adjust bed.
    d. Lower siderail on near side.
    e. Prepare patient for movement.
    f. Turn patient.
        (1) Place one hand on proximal shoulder.
        (2) Place one hand on hip.
        (3) Roll patient's body toward you.

g. Adjust patient's body alignment.

h. Support body parts, as necessary.

i. Use artificial aids to release pressure on bony prominences, if necessary.

j. Raise and lock siderails.

k. Record procedure.

Learning Activities

1. Read pages 311-341, Nursing Skills for Allied Health Services, Vol. I, 1st ed. (pp. 101-104, 111-112, 113-115, and 118-122, 2nd ed.).

2. Read pages 6-7, Being a Nursing Aide, 1st ed. (pp. 279-283, 2nd ed.).

3. Watch demonstration by the instructor.

4. Practice the positions and perform a return demonstration.

5. Watch Trainex filmstrip, "Positioning to Prevent Contractures" and/or film loop series "Prevention of Footdrop," Parts I and II.

6. Discuss the reasons for positioning the patient in bed.

7. List supportive aids to help thepatient maintain good body alignment while in bed.

8. Take written evaluation. Your answers must be 85% accurate.

Evaluation

Position the patient in the lateral, prone and horizontal recumbent position, the patient's body alignment must be maintained and supported.

Student Competency Sheet

Unit VI: MAINTAINING A CLEAN, SAFE ENVIRONMENT

Competency 6. Adjust Hospital Bed Siderails for Patient Safety

Learning Checklist

1. Explain to patient and his/her family the importance of siderails to patient's safety.
2. Raise siderails to "up" and "locked" position.
3. Provide for patient's comfort.
4. Attach signal cord within patient's reach.
5. Instruct patient to call for assistance when needed.
6. Record procedure.

Learning Activities

1. Read text material dealing with patient safety (see Bibliography).
2. Watch the practice demonstrated by the instructor.
3. Practice the procedure.
4. Make a list of (3) reasons why siderails are needed.
5. Perform the procedure for the instructor or a fellow student.
6. Complete the Self-Check Test (VI-6-1) for this task.

Evaluation

Complete the procedure with patient, hospital bed with attached siderails and signal cord. Adjust the siderails to the "up" and "locked" positions. To complete the task successfully the rails must be securely locked.

SELF-CHECK TEST
VI-6-1
ADJUST SIDERAILS FOR PATIENT SAFETY

1. What are four (4) reasons for the application of siderails?

2. Give at least two examples of patient situations that would indicate the use of siderails.

3. Who determines when the siderails are used?

4. Give an example of how you would record on the patient's chart the application of siderails.

UNIT VII

CARING FOR PERSONAL NEEDS OF PATIENTS

Student Competency Sheet

Unit VII: CARING FOR PERSONAL NEEDS OF PATIENTS

Competency 1. Apply Restraints

Learning Checklist

1. Check doctor's order and institution's regulations before applying restraints.
2. Wash hands.
3. Identify patient.
4. Explain procedure.
5. Obtain appropriate restraint(s).
6. Apply restraint snugly and gently.
7. Apply pad if necessary.
8. Change position of patient at least every two hours and check circulation of restrained area periodically.
9. Report procedure.

Learning Activities

1. Read pages 659-670, Nursing Skills for Allied Health Services, Vol. II, 1st Ed. (pp. 619-623, Vol. II, 2nd Ed.), and/or pages 117-118, Nurses Aide Study Manual, Mayes and other references related to this topic (see Bibliography).
2. Watch filmstrip, "The Use of Protectice Restraints" by Trainex.
3. Practice application of all types of restraints available.
4. Role play a patient-care situation of applyng restraints. Participate as both a patient and a member of the nursing team.
5. Record your reaction to being immobilized.
6. Record your classmate's reation to being immobilized.
7. List, during small group discussion, the patient-care situations that might require the use of protective restraints.
8. Discuss these lists with your instructor and compile a more inclusive list for your own reference.
9. Role play the explanation of the need for protective restraints to a patient and his family.

10. Practice reporting and recording pertinent observations of the patient in protective restraints. Have your instructor evaluate your work.

Evaluation

Using a bed, physician's orders, restraints and padding, apply restraints as directed.

Successful completion of this task requires that the restraints be applied snugly without undue discomfort to the patient. Also the restraint(s) must restrict movement of the applicable body parts while circulation is not impaired.

Student Competency Sheet

Unit VIII: CARING FOR PERSONAL NEEDS OF PATIENTS

Competency 2. Carry Infant

Learning Checklist

1. Wash hands.
2. Identify infant.
3. Lift infant from crib.
4. To carry infant using "football" carry:
   a. Support infant's head in palm of one hand.
   b. Support infant's back with the anterior portion of your forearm.
   c. Rest infant's hips on your hip.
   d. Extend infant's legs and feet between your chest and upper arm.
   e. Hold infant close to your body with elbow.
5. To carry infant using "upright" carry:
   a. Lift infant.
   b. Swing infant up to your shoulder level.
      (1) Front side of infant is lying against your upper chest.
      (2) The infant's chin should be at the level of the top of your shoulder.
      (3) Support head, neck and back continuously.

Learning Activities

1. Read appropriate references (see Bibliography) or read pages 351-352, Nursing Skills for Allied Health Services, Vol. I, 1st Ed. and/or pages 203-205, Maternal & Child Health Nursing, 3rd Ed., Ingalls and Salerno.
2. Watch the filmstrips "Baby Care with a Touch of Love" and/or "Characteristics of the Newborn" by Trainex.
3. Watch a demonstration by your instructor.
4. Practice the carries with a doll or mannequin.

5. List any questions you might have about this task. Discuss these with your instructor before your return demonstration.

6. Perform a return demonstration for your instructor.

7. Practice the task in the hospital nursery, with an infant.

8. Have your instructor evaluate your performance.

9. List and discuss, in snall groups, special safety precautions associated with infant carries.

Evaluation

Use (1) the "football" hold and then (2) the upright hold to carry an infant (or doll or manequin) to carry an infant. Successful completion of this task requires that an infant's head, neck and shoulders be supported continuously.

Student Competency Sheet

Unit VII: CARING FOR PERSONAL NEEDS OF PATIENTS

Competency 3. Assist Patient in Standing

Learning Checklist

1. Wash hands.
2. Identify patient.
3. Dress patient appropriately.
4. Place bed in low position or provide a footstool.
5. Elevate head of bed unless it is not advised.
6. Allow patient to reach sitting position and dangle unless it is not advised.
7. Take pulse.
8. Grasp patient under arm closest to nursing assistant with one hand and place other hand around patient's back using good body mechanics.
9. Allow patient to come to standing position, giving support with knees.
10. Observe patient for change in skin color or pulse and report.
11. Return to bed in same manner, leaving patient comfortable.
12. Report and record observations and procedure.

Learning Activities

1. Review appropriate pages of textbook.
2. In the skill laboratory, practice assisting a patient to stand.
3. When you feel you are ready, ask your instructor to check your performance.
4. Identify, in small groups and list pertinent observations that could be made when ambulating a patient for the first time.

Evaluation

Assist a patient to a standing position from a supine position. Assist a patient to a standing position from a sitting position. The patient must be adequately supported at all times. Good body mechanics must be observed.

Student Competency Sheet

Unit VII: CARING FOR PERSONAL NEEDS OF PATIENTS

Competency 4. Assist Patient in Walking

Learning Checklist

1. Wash hands.
2. Identify patient.
3. Explain procedure.
4. Take pulse and respiration, if appropriate.
5. Place bed in low position, or provide footstool.
6. Elevate head of bed.
7. Dangle patient.
8. Help the patient to a standing position using good body mechanics.
9. Align the patient in good body position, correcting his posture.
10. Walk with the patient, giving necessary support.
    a. To give minimal support: the patient holds your elbow or hand with his/her hand.
    b. To give moderate support: hold the patient's arm with your hand.
    c. To give maximal support: have another person help you by giving support on opposite side.
11. Observe for any unusual reactions.
12. Return to bed.
13. Take pulse and respiration, if appropriate.
14. Leave patient comfortable and in good alignment.
15. Report observations of change in skin color and condition or pulse rate and complaints of pain or discomfort.
16. Report procedure and observations.
17. The health worker must maintain good body alignment and balance throughout the procedure.

Learning Activities

1. Read appropriate reference books (see Bilbiography) or read pages 262-267, Nursing Skills for Allied Health Services, Vol. I, 1st Ed. (pp. 143-148, Vol I, 2nd Ed.). Answer questions S-Y (1st Ed.), questions 19-25 (2nd Ed.). Check your answers on page 269 (1st Ed.), p. 150 (2nd Ed.).

2. Review, if necessary, the Trainex filmstrip, "Lifting and Moving Patients" and "Patient Transfers and Ambulation" by Train-aide. If these filmstrips are not available, ask your instructor if there are any others to view.

3. In the skill laboratory, practice assisting a patient to walk.

Evaluations

Using a bed and footstool, assist the patient to walk. Successful completion of this task requires that the patient be adequately supported at all times and that good body mechanics are observed.

Student Competency Sheet

Unit VII: CARING FOR PERSONAL NEEDS OF PATIENTS

Competency 5. Assist a Patient (Who Can Stand) To and From A Wheel-Chair

Learning Checklist

1. Wash hands.
2. Identify patient.
3. Explain procedure to the patient.
4. Check wheelchair for mechanical defects.
5. Bring appropriate size wheelchair to bedside.
6. Position wheelchair to foot of bed facing head of bed, set the brakes and raise the footrest.
7. Place bed in low position or use a footstool as needed.
8. Allow patient to dangle.
9. Dress the patient in robe and slippers.
10. Assist patient to standing position.
11. Have a patient pivot and lower body into the wheelchair.
12. Reverse the procedure to move patient from wheelchair to the bed.
13. Leave patient comfortable and in good alignment.
14. Replace equipment.
15. Report procedure and any problems or symptoms encountered.

Learning Activities

1. Read textbook assignments related to assisting patients to and from wheelchairs (see Bibliography).
2. Review the filmstrip, "Lifting and Moving Patients" by Trainex.
3. Practice transferring a patient who can stand to and from a wheelchair.
4. Have your instructor check your performance.

Evaluation

With a patient, bed and wheelchair transfer a patient who can stand to and from a wheelchair.

Successful completion of this task requires that the patient be moved in a safe manner consistent with the patient's condition while using good body mechanics.

Student Competency Sheet

Unit VII: CARING FOR PERSONAL NEEDS OF PATIENTS

Competency 6. Transport Patient by Wheelchair

Learning Checklist

1. Wash hands.
2. Identify patient.
3. Explain procedure.
4. Transfer to wheelchair.
5. Approach closed doorway backwards.
6. Use one hand to open door.
7. Pull chair through backwards.
8. Turn wheelchair to forward after getting through the door.
9. Pull wheelchair onto elevator backwards.
10. Turn chair around and leave elevator pulling wheelchair backwards.
11. Make a right turn by exerting more pressure on the left handle; reverse procedure for left turn.
12. Make all turns carefully and smoothly to avoid stress or danger to the patient.

Learning Activities

1. Read appropriate sections of reference books or read pages 284-285, Nursing Skills for Allied Health Services, Vol. I, 1st Ed. (pp. 165-167, Vol. I, 2nd Ed.). Review the procedural skills for helping a patient into the wheelchair (see Bibliography).
2. Practice transporting a patient in the wheelchair.
3. Participate in practice sessions, as a "patient". Identify comfort measures that might be helpful for the patient being transported in a wheelchair.
4. When you feel you are ready, ask your instructor to check your performance of this task.

Evaluation

Using a wheelchair and an elevator, transport a patient by wheelchair through a doorway, onto an elevator and around corners.

Successful completion of this task requires that it be performed in a safe manner, consistent with a patient's condition. Also there must be no damage to equipment.

UNIT VIII

ASSISTING WITH TREATMENTS AND PROCEDURES

Student Competency Sheet

Unit VIII: ASSISTING WITH TREATMENTS AND PROCEDURES

Competency 1. Measure and Record Patient's Height & Weight

Learning Checklist

1. Wash hands.
2. Identify patient and explain procedure.
3. Balance scale.
4. Assist patient to stand on scale.
5. Adjust scale and record weight.
6. Measure and record patient's height.
7. Assist patient off scale.
8. Record procedure.

Learning Activities

1. Read appropriate pages of textbook provided or: read page 30, Nursing Skills for Allied Health Services, Vol. I, 2nd ed., and page 267, Being a Nursing Aide, 2nd ed.
2. Watch a demonstration by your instructor for using a balance scale.
3. Watch a demonstration by your instructor of measurement of height and weight and recording such statistics.
4. Practice the task.
5. Role play a patient-care situation of measuring and recording a patient's height and weight. Practice as both a patient and a member of the nursing team. Have other students offer suggestions to improve your performance.
6. Perform a return demonstration for your instructor. Have your instructor check your charted statistics.

Evaluation

Height and weight in Activity #6 must be measured without error.

Student Competency Sheet

Unit VIII: ASSISTING WITH TREATMENTS AND PROCEDURES

Competency 2. Measure and Record Temperature

Learning Checklist

1. Wash hands.
2. Identify patient and explain procedure.
3. Select appropriate thermometer.
4. Shake thermometer down to 95 degrees F. (35 degrees C.) or below.
5. Wipe thermometer.
6. Take termperature by prescribed route of measurement.

   a. Oral method:

      (1) Have patient lie quietly in bed or sit in chair.
      (2) Place mercury tip of oral thermometer under patient's tongue.
      (3) Maintain thermometer in place for three (3) minutes and remove.
      (4) Read and record temperature.
      (5) Shake mercury down to 95 degrees F. (35 degrees C.) and replace in holder.
      (6) Wash hands.
      NOTE: Wait thirty (30) minutes before taking oral temperature of a patient who has had a hot or cold drink or who has been smoking.

   b. Rectal method:

      (1) Position patient.
      (2) Lubricate thermometer.
      (3) Insert thermometer 1½ inches into rectum.
      (4) Hold thermometer in place for three (3) minutes.
      (5) Remove thermometer.
      (6) Wipe thermometer clean.
      (7) Read and record temperature.
      (8) Clean thermometer, shake down and return to holder.
      (9) Wash hands.

   c. Axillary method:

      (1) Dry axilla.
      (2) Place thermometer under dry armpit.
      (3) Leave in place ten (10) minutes.
      (4) Remove thermometer and read temperature.
      (5) Clean thermometer, shake down and return to holder.

7. Take termperature by prescribed route using an electric thermometer. Follow closely all directions for the model used.

8. Record all findings.

Learning Activities

1. Read appropriate pages in textbook provided or: Read pages 523-531, Nursing Skills for Allied Health Services, Vol. II, 1st ed., (pp. 258-269, Vol. I, 2nd ed.) and/or pages 10-8 to 10-17, Being a Nursing Aide, 1st ed. (pp. 231-249, 2nd ed.)

2. Watch filmstrip "Temperature, Pulse and Respiration" by Trainex.

3. Attend a demonstration by your instructor. Observe the types of thermometers used.

4. Review information sheet with this task describing conversion of temperature from Fahrenheit to Centigrade.

5. Practice taking a classmate's oral and axillary temperature. Have your Instructor check your performance.

6. Practice taking a rectal temperature, using the mannequin.

7. Practice recording a classmate's temperature on graphic paper supplied by your instructor. Do this for four days.

8. Measure and record the temperature of two fellow students.

9. Have your instructor evaluate your performance and make suggestions.

Evaluation

During your evaluation by your instructor, the following standards must be met:

1. The correct thermometer must be used.

2. The thermometer must remain in place the prescribed length of time.

3. The temperature must be read and reported to the nearest 2/10 of a degree Fahrenheit.

4. The temperature must be read and reported to the nearest 1/10 of a degree Centigrade.

Student Competency Sheet

Unit VIII: ASSISTING WITH TREATMENTS AND PROCEDURES

Competency 3. Measure and Record Respiration

Learning Checklist

1. Assemble necessary equipment and supplies:
   a. Watch with second hand.
   b. Note pad.
   c. Pen.
2. Identify patient.
3. Place patient in a position where respiration can be easily observed or cross arm across patient's chest where respiration can be easily felt (as if taking pulse).
4. Observe rhythm, rate, depth or respiration for a full minute (without patient being aware of procedure), or count for thirty (30) seconds and multiply the rate by two(2).
5. Record rate of respirations per minute.

Learning Activities

1. Read appropriate pages in textbook provided or: Read pages 534-535, Nursing Skills for Allied Health Services, Vol. II, 1st ed. (pp. 269-272, 274-276, Vol. I, 2nd ed.) and/or pages 10-18 to 10-20, Being a Nursing Aide, 1st ed. (pp. 253-255, 2nd ed.).
2. View filmstrip "Normal Breath Sounds" by Trainex.
3. Identify the reason for the rise and fall of the chest wall; discuss with your instructor.
4. In small groups, observe your instructor measuring and recording respirations.
5. Practice the task.
6. In small groups, identify various factors that effect the rate, rhythm and depth of respirations.
7. Complile a list of these factors and have your instructor check your accuracy. Retain the list for reference.
8. Combine this task with measuring and recording temperature. (You may find it easier to count respirations without a fellow student being aware of the procedure if you combine it with another task.)

9. Have your instructor evaluate your performance of this task.

10. Identify new terms used to describe the rate, rhythm and depth of respirations.

11. Add these terms to your vocabulary notebook. Have your instructor check your definitions.

Evaluation

When you perform this task for your instructor,

1. The rate must be plus for minus 2 of that found by instructor; and the rhythm and depth must agree with the instructor's findings.

2. Have your instructor okay your notebook.

Student Competency Sheet

Unit VIII: ASSISTING WITH TREATMENTS AND PROCEDURES

Competency 4. Measure and Record Pulse (Radial, Femoral, Carotid)

Learning Checklist

1. Wash hands.
2. Assemble equipment and supplies:
   a. Watch with second hand.
   b. Note pad.
   c. Pen.
3. Identify patient.
4. Explain procedure.
5. Place three (3) middle fingertips over appropriate artery.
6. Count pulsations for specified period: Sixty (60) seconds if inexperienced or if patient has slow, irregular pulse or heart disease; thirty (30) seconds x two (2) when student becomes comfortable with procedure.
7. Observe the force and rhythm of the beats.
8. Record pulse and report any unusual characteristics.

Learning Activities

1. Read appropriate pages of texbook provided or: read pages 531-533, Nursing Skills for Allied Health Services, Vol. II, 1st ed. (pp. 249-251, Vol I, 2nd ed.) and/or pages 10-17 to 10-13, Being a Nursing Aide, 1st ed. (pp. 249-251, 2nd ed.).
2. Watch filmstrip, "Temperature, Pulse and Respiration" by Trainex.
3. Attend lecture by your instructor on the Anatomy of the Circulatory System.
4. Watch demonstration by your instructor of measurement and recording the pulse.
5. Watch a demonstration by your instructor combining the measurement of temperature, pulse and respiration.
6. Locate the five (5) points on your body where the pulse can be measured.

7. Practice this task, alone and combined with measurement of temperature and respiration.

8. List eight (8) factors that influence a pulse rate. Discuss your list with your instructor.

9. Complete the performance checksheet for this task.

10. Identify new terms to describe the rate, force and rhythm of the pulse.

11. Enter these terms in your vocabulary notebook and have your instructor check your definitions for accuracy.

12. View again the Trainex filmstrip, "Temperature, Pulse and Respiration."

Evaluation

1. Your count must be accurate within plus or minus 2.

2. The force and rhythm reported must agree with instructor's findings.

3. All checksheet items must be rated acceptable.

Name_____
Date_____

PERFORMANCE CHECK

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Wash hands		
2. Assemble equipment and supplies: a. Watch with second hand b. Note pad c. Pen		
3. Identify patient.		
4. Explain procedure.		
5. Place three (3) middle fingertips over appropriate artery.		
6. Count pulsations for specified period (60 seconds if unexperienced or if patient has slow, irregular pulse or heart disease, 30 seconds x 2 when student becomes comfortable with procedure).		
7. Observe the force and rhythm of the beats.		
8. Record pulse rate and report any unusual characteristics.		

Student Competency Sheet

Unit VIII: ASSISTING WITH TREATMENTS AND PROCEDURES

Competency 5. Measure and Record Blood Pressure

Learning Checklist

1. Wash hands.
2. Identify patient.
3. Explain procedure.
4. Assemble supplies and equipment, making sure cuff is of proper size.
5. Clear ear pieces and diaphragm of stethoscope with antiseptic.
6. Position equipment and patient.
7. Wrap blood pressure cuff around patient's arm with edge of cuff about two (2) inches above the elbow, securing firmly. Sphygmomanometer should be level with patient's chest and at assistant's eye level.
8. Attach tubes to blood pressure cuff.
9. Feel for pulsations of brachial artery with fingertips positioned over inner aspect of the antecubital area; then place diaphragm of stethoscope over pulsations.
10. Close valve on air bulb and pump air bulb with hand until the column of mercury or needle on guage reaches 180 mm; if beats are heard, release pressure, wait 15 seconds and pump approximately 20 mm higher or until no beats are heard.
11. Open valve on the air bulb, releasing the pressure slowly.
12. Note the systolic and diastolic reading.
13. Check accuracy by repeating process if necessary, after waiting at least fifteen (15) seconds.
14. Record blood pressure.
15. Remove, clean and store equipment.

Learning Activities

1. Read appropriate pages in textbook provided or:
   Read pages 10-21 to 10-26, Being a Nursing Assistant, 1st ed. (pp. 255-262, 2nd ed.) and/or pages 535-539, Nursing Skills for Allied Health Services, Vol. II, 1st ed. (pp. 276-281, Vol. I, 2nd ed.)

2. Watch filmstrip, "Blood Pressure" PC367, by Trainex.

3. Observe a demonstration by your instructor.

4. Listen to available cassettes, such as "Variations in Pulse and Blood Pressure."

5. Practice inflating the cuff attached to the arm of the Chase doll to 180 mm.

6. Practice finding the brachial pulse on the lateral side of the elbow joint.

7. Do the Post-Test in Nursing Skills for Allied Health Services, Vol. II, 1st ed., pages 540-541 (pp. 291-292, Vol, I, 2nd ed.). Check your answers with the answer sheet.

8. Practice this task.

9. Complete the performance checklist.

Evaluation

1. Both the systolic and diastolic readings must be within plus or minus four (4) points of that found by the instructor.

2. All checksheet items must be rated acceptable.

Student Competency Sheet

Unit VIII: ASSISTING WITH TREATMENTS AND PROCEDURES

Competency 6. Assist with and care for patient having diagnostic tests.

Learning Checklist

1. Obtain written order for apporpriate diagnostic test.
2. Identify equipment.
3. Prepare patient by explaining procedures orally.
4. Give patient written instructions.

Learning Activities

1. Read appropriate pages of textbook provided or read pages 132-38 in The Medical Assistant.
2. Compile a vocabulary list for your notebook.
3. Prepare a written summary of the preparation of a patient for each of the following procedures:
   a. gastrointentinal series
   b. cholecystography
   c. pyelography
   d. hystenosalpingography
4. Exchange your work with a fellow student and review each other's work. See your instructor if you disagree.
5. Role-play the situation of preparing a patient for the x-rays listed in Learning Activity #3 by giving him/her written and oral instructions to prepare for the procedure.

Evaluation

Having given a patient proxy and a written order from your instructor (shown below), you will prepare the patient for x-rays of the G.I. tract, G.U. tract, and gall bladder. You will give both written and oral instructions. You must perform to 100 percent accuracy, as rated by your instructor. You may not use references.

_____

Written order. Mrs. Smith is to return to the office in two days for:

x-ray exam
complete G.I. series
I.V.P. series
G.B. series

Dr. Brown

Student Competency Sheet

Unit VIII: ASSISTING WITH TREATMENTS AND PROCEDURES

Competency 7. Give Pre- and Post-Operative Care

Learning Checklist

1. Obtain written order with objectives for appropriate care.
2. Identify and prepare equipment needed.
3. Prepare patient for appropriate care.
4. Explain procedure to patient.

Learning Activities

1. Read appropriate pages of textbook.
2. Demonstrate the following proper procedures for providing care:
   a. Prepare patient's skin for surgery.
   b. Give a vaginal douche.
   c. Prepare the patient for surgery by removal of nail polish and such things as jewelry, dentures, hair pins, etc.
   d. Assist the nurse in assembling and preparing equipment for various methods of oxygen administration.
   e. Empty drainage bottle from suction machines and replace properly.
   f. Prepare patient and necessary equipment such as arm board, I.V. tray, and I.V. pole, for intravenous therapy.
   g. Irrigate a retention catheter.
   h. Apply the following types of binders: scultelus, "T" binder, and breast binder.
   I. Prepare equipment for continuous and intermittent suction.
3. Maintain notebook with definitions of terms used in this unit.
4. Review Information Sheet VIII-7-1, Terms & Definitions.
5. Review Information Sheet VIII-7-2, Preoperative Care.
6. Review Information Sheet VIII-7-3, Vaginal Douche

7. Review Information Sheet VIII-7-4, Postoperative Care.
8. Review Information Sheet VIII-7-5, Gastric Suctioning.
9. Review Information Sheet VIII-7-6, Tracheostomy Care.
10. Review Information Sheet VIII-7-7, Care of Patient During Infusion.
11. Review Information Sheet VIII-7-8, Applying Binders.
12. Review Information Sheet VIII-7-9, Care of Catheterized Patient.
13. Review Information Sheet VIII-7-10, Irrigation of Retention Catheter.

Evaluation

1. Assist with pre-operative and post-operative care of the patient.
2. Prepare the patient's skin for surgery, remove nail polish, remove articles such as jewelry, dentures, and hair pins, and give a vaginal douche where applicable.
3. Assemble equipment and assist with various methods of oxygen administration.
4. Prepare the patient and necessary equipment for intravenous therapy.
5. Empty drainage bottle from suction machines and replace properly.
6. Prepare equipment for continuous and intermittent suction.
7. Irrigate a retention catheter.
8. Apply scultelus, "T", and breast binders.
9. Complete Student Demonstration Sheet VIII-7-11.

INFORMATION SHEET
VIII-7-1
TERMS AND DEFINITIONS

I. Terms and definitions are as follows:

A. Abdominal prep--Is shaving a patient's abdomen.

B. Aspiration--Is to draw material such as saliva and food particles into the lungs from the mouth.

C. Breast binder--Is a type of bandage used to hold dressings in place. It is also used to compress the breasts when it is necessary to dry up breasts of a patient who does not intend to breast-feed her infant.

D. Catheter--Is a special type of tubing which has several openings at one end.

E. Catheterization--Is the insertion of a tube into the urinary bladder.

F. Clamp--Compresses the tubing and controls the flow or drops per minute and amount of fluid intake from the bottle.

G. Cyanosis--Is a bluish discoloration of the skin due to lack of oxygen.

H. Cutdown--Is an incision made by the doctor through the skin in order to find a vein for intravenous therapy. Usually a polyethylene tube is placed in the vein and retained for a prolonged period of time.

I. Foley Catheter--Is a type of catheter used for retention because it remains in the patient for a period of time. The catheter has a balloon on the inserted end which is inflated and prevents the catheter from slipping out.

J. Intracath--Is a polyethylene tubing inserted into a vein for administration of fluids for prolonged periods of time.

K. I.V.--Is an abbreviation for fluids given into the vein.

L. Lactation--Is the secretion of milk.

M. O.R.--Is an abbreviation for operating room.

N. Perineal prep--Is having a female patient's genital area.

O. Perineum--Is the body area between the anum and genitalia.

P. Postoperative--Indicates after surgery.

Q. Preoperative--Is a term used to indicate before surgery.

R. Scrotal prep--Is shaving a male patient's genital area.

S. Scultetus binder--Is a many-tailed bandage used for holding abdominal dressings or to give abdominal support after surgery.

T. Subcutaneous infusion--Is the administration of fluids under the skin.

U. Suppression--Is the stoppage of body secretions.

V. Therapy--Refers to treatment of a patient.

W. Tracheostomy--Is a surgical opening through the neck into the trachea for the purpose of relieving respiratory obstruction.

X. "T" binder--Is used to keep dressings in palce after rectal or perineal surgery.

Y. Unconscious--Is the lack of awareness of the environment.

INFORMATION SHEET
VIII-7-2
PREOPERATIVE CARE

I. The purposes of preoperative care are:

A. To develop skills in preparing patients for surgical procedures.

B. To observe and report unusual signs.

II. Equipment needed is as follows:

A. Surgical prep tray

B. Cleansing solution

C. Bath blanket

D. Towels

E. Chux

F. Adjustable light

III. Procedure is as follows:

A. Prepare equipment

1. Place surgical prep tray on bedside stand.

2. Replace top bedding with bath blanket.

B. Prepare patient

1. Explain procedure to patient.

2. Protect bedding with towel.

3. Provide good lighting.

C. Start procedure.

1. Wet sponge and lather surgical area with soap solution.

2. Shave with short strokes or razor.

3. Hold skin taut with dry gauze.

4. Continue shaving until all hair is removed.

D. Cleanse skin and apply dressing.

1. Wash skin with water.

2. Apply disinfectant to skin, discarding sponge with each stroke.

3. Apply sterile dressing, if used in your hospital.

E. Complete procedure.

1. Clean, wash, and dry prep tray and return to designated area.

2. Discard disposable prep tray, if used in your hospital.

3. Remove blanket and towel.

4. Adjust bed and make patient comfortable.

IV. Other preparations include

A. Evening before surgery preparations are as follows:

1. Assist in collecting and delivering specimens of urine and stool.

2. Give cleansing enema if ordered and follow instructions of charge nurse.

3. Female patients may need vaginal douche. Instructions will be given by charge nurse.

4. Take vital signs.

B. Prepare patient.

1. Inform patient to refrain from drinking anything after midnight prior to surgery.

2. Post N.P.O. sign in patient's unit.

3. Remove water pitcher and glass.

V. Morning of surgery preparations are as follows:

A. Prepare patient.

1. Assist patient with both or shower.

2. Prepare for oral hygiene.

3. Remove jewelry and place in envelope for valuables. Deposit according to hospital policy.

a. Wedding band may be retained upon request of patient.

b. Secure wedding band to finger according to hospital procedure.

4. Remove dentures and place in labeled cup which should be

placed in bedside cabinet.

5. Eye glasses and contact lenses should be labeled in container and placed in bedside cabinet.

7. Artificial eyes, hair, and eye lashes should be labeled and deposited in patient's bedside cabinet.

B. Immediate preparation of patient is as follows:

1. Ask patient to void and empty bladder.

2. A special gown and cap may be required to be worn to surgery.

3. At designated time, assist patient in moving to stretcher.

   a. Use side rails or stretcher straps.

   b. Cover patient with clean sheet or bath blanket.

4. You may be asked to help transfer patient to the operating room.

5. Take patient's chart to operating room with patient.

6. Report to the nursing staff in the operating room that the patient has arrived.

7. Return to the patient's unit.

8. Make the operative bed according to procedure for making an operative bed.

INFORMATION SHEET
VIII- 7-3
VAGINAL DOUCHE

I. The purposes of a vaginal douche are:

A. To clean vagina and remove odors.

B. To prevent infection and reduce inflamation.

C. To prepare patient for surgery.

II. Equipment needed is as follows:

A. Pitcher with solution

B. Irrigation can

C. Tubing and douche nozzle

D. Rubber Gloves

E. Sterile towels

F. Lubricant

G. Bedpan

H. Bath blanket

III. Procedure is as follows:

A. Prepare patient.

1. Screen patient for privacy.

2. Explain procedure.

3. Replace top bedding with bath blanket.

4. Fanfold top bedding to foot of bed.

5. Place protector under patient's buttocks.

6. Place patient on bedpan.

B. Prepare equipment.

1. Open sterile douche pack.

2. Fill pitcher with folution and pour into irrigation can.

C. Continue with procedure.

1. Use cotton pledget to cleanse vulva.
2. Use downward stroke with each cotton pledget and discard.
3. Take irrigating can in one hand and release clamp to expel air, then direct flow over vulva.
4. Lubricate nozzle.
5. Insert the nozzle gently about three inches into vagina.
6. Rotate nozzle while solution is flowing.
7. Clamp tubing after flow in can stops.
8. Remove nozzle.
9. Leave patient on bedpan.

D. Remove equipment.

1. Wash, rinse, and dry equipment.
2. Return to designated area according to hospital procedure.

E. Return to patient.

1. Remove bedpan and empty.
2. Dry patient's genital area.
3. Replace top bedding.
4. Make patient comfortable.
5. Report to charge nurse time of completed procedure and any other necessary information.

INFORMATION SHEET
VIII- 7 -4
POSTOPERATIVE CARE

I. The purposes of postoperative care are:

A. To assist in caring for the patient while he recovers from the anesthesia.

B. To observe and report observations.

II. The following equipment is needed:

A. Watch with second hand

B. Pad and pencil

C. Emesis basin

D. Tissues

E. Tongue blades

F. I.V. standard

G. Stethoscope

H. Sphygmomanometer

I. Suction machine

J. Side rails

III. Procedure is as follows:

A. Prepare equipment.

1. Assemble equipment in patient's unit.

a. These will differ depending upon hospital provisions for recovery room.

b. If recovery room services are not available, use above listing of equipment.

2. Place suction machine close to bed and prepare for immediate use if indicated.

B. Assist in placing patient gently in bed.

1. Place paitent in correct body position.

2. Remove O.R. covers when adjusting top bedding.

C. Assist with the following:

1. Take vital signs q. 15 minutes or more often according to instructions from charge nurse.

2. Attach drainage tubing.

3. During emesis, turn patient's head to side to prevent aspiration.

4. Use oral suction to remove mucus from mouth.

5. Rinse catheter from suction apparatus by immersing tip in water with suction on.

6. Remain with patient until fully reacted. Do not leave patient alone at any time.

7. Raise bed rails when leaving patient.

D. Some important observations are:

1. Vital signs (consistent or changing)

2. Color (pale, flushed, cyanotic)

3. Skin (dry, cold, warm, clammy)

4. Dressing (dry, intact, bloody)

5. Report and measure amount voided.

E. Nurse assistant may assist in the postoperative care but always under constant supervision.

INFORMATION SHEET
VIII-7-5
GASTRIC SUCTIONING

I. The purposes of gastric suctioning are:

A. To keep stomach and/or small intestines empty.

B. To prevent nausea and vomiting after surgery.

C. To aid healing after stomach surgery.

II. The following equipment is needed:

A. Suction machine, either wall or electrically powered

B. Suction tray

C. Small basin with cold water

D. Disinfectant

E. Intermittent or continuous suction

F. Tongue blades

G. Towel

H. Catheter

I. Suction tip

J. Whistle tip suction

III. Procedure is as follows:

A. Prepare patient for suctioning.

1. Pass tubing through nose or mouth into stomach.

2. Hold in position with top near the nose or cheek.

3. Connect tube to a machine which gives continuous low suction.

B. Care for patient during gastric suctioning.

1. Oral hygiene is very important and comforting to the patient.

2. Cleansing of nostrils and applying light lubricant may be comforting.

3. Patient is usually free to move about in bed.

4. Allow enough tubing to prevent pulling.

5. Kinks in tubing should be prevented.

6. Check with charge nurse about oral intake.

7. Make certain that the machine is turned on to low setting.

8. Check electrical outlet to make certain the machine is functioning.

C. Care for drainage bottle.

1. Nurse assistant may be asked to empty and measure contents of drainage bottle.

2. Turn off machine.

3. Remove cork type cover, take bottle to utility room, and measure and empty contents as instructed by charge nurse.

4. Wash, rinse, and return drainage bottle and attach tightly to machine.

5. Turn on machine.

6. Wash hands.

7. Make patient comfortable.

8. Report amount of drainage, color, and other observations to the charge nurse.

INFORMATION SHEET
VIII- 7 -6
TRACHEOSTOMY CARE

I. The purposes of tracheostomy care are:

A. To keep the tracheostomy tube free of mucus and allow free passage of moist air into trachea.

B. To prevent irritation of the surrounding skin.

II. Equipment needed is as follows: (CAUTION: Outer tracheostomy tube and tapes are to be removed by the doctor. Avoid using cotton applicators in cleaning tube. Cotton fibers may adhere to tubing and become aspirated.)

A. Tracheostomy care tray

B. Gloves

C. Suction machine

D. Sterile catheter

E. Medicine dropper

F. Solution basin with saline or bicarbonate two percent

G. Scissors

H. Sterile water

I. Gauze without cotton filling

J. "Y" tube

III. Procedure to be followed is:

A. Prepare equipment.

1. Obtain sterile supplies from designated area according to hospital procedures.

2. Arrange furniture for easy access to patient.

B. Prepare patient.

1. Explain procedure to patient.

2. Place clean towel across patient's chest.

3. Prepare for suctioning.

a. Attach clean catheter to suction apparatus.

b. Use "Y" tube to control amount of suction. (NOTE: To stop the suction, take thumb off the free arm of the "Y" tube.)

C. Initiate suctioning.

1. Insert catheter the length of inner cannula only, with thumb off the "Y" tube.

2. Start suctioning, regulate with thumb over free end of "Y" tube. Continue about 10-15 seconds.

D. Care for inner cannula.

1. Suction inner cannula before removing.

2. Turn key to unlock inner cannula.

3. Remove inner cannula and wash thoroughly under cold running water.

4. Use pipe stem cleaner or brush to clean inner cannula. Be sure the opening is clean of mucus and crusts.

5. Rinse and dry thoroughly.

6. Suction outer cannula.

7. Replace inner cannula and lock into position.

8. Check tapes to make sure they are tied securely.

E. Complete procedure.

1. Change gauze squares and check neck tapes to see that tube is securely in position.

2. Clean suction machine.

3. Clean equipment on tray, dry, and return.

F. Make patient comfortable.

INFORMATION SHEET
VIII- 7 -7
CARE OF PATIENT DURING INFUSION

I. The purposes of caring for a patient during infusion are:

A. To maintain fluid intake when food and fluids cannot be tolerated by mouth.

B. To be a knowledgeable and an effective health team member.

C. To change the balance of certain chemicals in the body.

II. The following equipment is needed:

A. Alcohol sponge

B. Tape

C. I.V. fluid

D. I.V. tubing

E. Tourniquet

F. I.V. standard or pole

G. Armboard

H. Intracath

I. Cutdown

J. Needles

III. Procedure is as follows:

A. Prepare equipment. (NOTE: Armboard may be required to immobolize extremity.)

1. Assist charge nurse and assemble the necessary equipment.

2. Prepare I.V. tray with equipment, needles, and adhesive.

3. Set up I.V. pole and position as needed.

B. Prepare patient.

1. Screen patient and explain procedure.

2. Place armboard in position.

C. Care for patient during I.V. therapy.

1. Patient may be positioned and moved with caution. Improper movement may displace needle and cut off flow of solution.

   a. To avoid displacing the I.V. needle, maintain proper position of the arm or leg in which the needle is placed.

   b. Prevent any structures or "kinks" in tubing.

   c. A nurse assistant should not at any time adjust the "clamp" which regulates the flow.

2. Patient's gown can be changed during I.V. therapy.

   a. Additional help may be required to make the change quickly, efficiently, and with less effort by the patient.

   b. The sleeve of the gown is slipped over the bottle.

   c. Replace bottle on the I.V. standard.

   d. Sleeve must be wide enough to allow passage of I.V. bottle.

D. Nurse assistant observations during I.V. therapy consist of the following:

1. Observe amount of fluid in flask to keep an accurate intake record for your rour of duty.

2. Watch solution to see if it drips through glass bulb.

3. Notify charge nurse when solution in flask is nearing completion.

4. Notice any swelling or coldness around needle site which should be reported immediately.

5. If pain or body rash occur in the area of the I.V. needle, call this to the charge nurse's attention.

6. Check patient frequently; keep patient warm and comfortable.

7. You may be required to remain with patient while he recieves I.V. therapy.

   a. Do not leave patient unless relieved or unless charge nurse directs you to do otherwise.

b. Keep area straight where needle is placed and prevent movement.

8. Do not allow solution to run out completely.

9. Watch closely and notify charge nurse in plenty of time to terminate treatment.

E. Subcutaneous infusion is another method of fluid intake.

1. Usually given with two needles in sides of either thighs, axilla, and back.

2. Patient is usually free to move about during this procedure.

3. Nursing procedures can be carried out more readily without disturbing needles.

F. Nurse assistant may be needed to make the following observations:

1. Amount of fluid intake on the tour of duty.

2. Very hard, cold swelling over the area of needle injection site.

3. Notify charge nurse when folution in bottle is less than one-fourth full.

INFORMATION SHEET
VIII- 7-8
APPLYING BINDERS

I. The purposes of applying binders are:

A. To hold dressings in place.

B. To apply pressure, give support, aid comfort, and limit motion to parts of the body.

II. The following equipment is needed:

A. Scultetus

B. One-tailed "T" binder

C. Two-tailed "T" binder

D. Fitted breast binder

E. Sling

F. Safety pins

G. Straight abdominal binder

H. Straight breast binder

III. Choose binder and apply as follows:

A. Apply binder smoothly considering comfort.

B. Amount of pressure which needs to be exerted will depend upon the particular needs of patient.

C. Apply binder from bottom to top except for maternity patients, reverse.

D. Change binder when moist or wrinkled.

IV. Procedure is as follows:

A. Apply abdominal binder (straight).

1. Screen patient.

2. Turn top bedding down to pubic area.

3. Raise gown up to chest.

4. Place binder so that lower end will come over the curves of the buttocks.

3. Expose chest and place binder so that the top reaches axilla.

4. Bring ends of binder toward center.

5. Position breasts, raise upward, and have patient help if possible.

6. Begin pinning at center front, placing pins vertically.

7. Complete pinning from center to bottom and then from center to top.

8. If straps are used, bring over shoulders and pin in front.

D. Apply "T" binders.

1. Prepare patient by explaining procedure and screening.

2. Fanfold bedding to expose patient's hips.

3. Have patient raise hips and press binder under hips.

4. Pin adjusted binder at waist.

5. Apply or adjust dressing to area.

6. Bring "T" strap between legs and up to waist.

   a. Fasten securely to strap at waist with safety pins.

   b. If double "T" strap is being used, bring second strap to waist and pin securely to waist strap.

7. Check patient for comfort.

8. Wash hands and report completed procedure to charge nurse.

INFORMATION SHEET
VIII- 7 -9
CARE OF CATHETERIZED PATIENT

I. The purposes of catheterization are:

A. To relieve urinary retention.

B. To empty bladder and keep empty prior to and following surgery.

C. To obtain a sterile specimen of urine.

II. Functions--Insertion of a catheter is a sterile procedure and is done by the doctor or a nurse. A nurse assistant must be knowledgeable and informed of procedure to be able to care for a patient who either was catheterized or has a retention catheter. Nurse assistants may assist the nurse and prepare the equipment.

III. The following equipment is needed:

A. Catheterization set

B. Foley catheter

C. Lubricant

D. Bath blanket

E. Sterile gloves

F. Drainage bag

G. Drainage tubing

H. Good light

IV. Procedure is as follows:

A. Prepare patient.

1. Explain procedure to patient.

2. Screen properly.

3. Provide additional light.

4. Replace top bedding with bath blanket.

B. Prepare equipment.

1. Obtain required equipment and place on bedside stand.

2. If preparing for retention catheter, attach drainage bag and tubing to side of bed.

3. Inform nurse when patient is prepared.

C. Assist nurse if necessary.

1. Flex and support patient's knees.

2. Drape patient as for pelvic exam.

3. Assist with additional light if necessary.

D. Remove used equipment.

1. If equipment is disposable, discard as directed.

2. If not disposable, wash, rinse, dry, and return to proper area.

3. Make patient comfortable.

4. Wash hands.

E. Safety measures should be considered.

1. Prevent infection by handling tubing properly.

2. Catheter may be taped to leg or side of bed to prevent pulling and causing discomfort.

3. A confused patient needs to be protected from pulling on catheter and causing injury to bladder.

4. If the above is observed, inform charge nurse and follow her instructions.

INFORMATION SHEET
VIII-7 -10
IRRIGATION OF RETENTION CATHETER

I. The purposes of irrigating a retention catheter are:

A. To relieve inflamation and pain.

B. To cleanse urinary bladder and indwelling catheter.

II. The following equipment is needed:

A. Disposable irrigation set

B. Catheterization tray

C. Solution

D. Emesis basin

E. Graduate

F. Funnel

G. Sterile gloves

H. Asepto syringe

III. Procedure is as follows:

A. Prepare the patient.

1. Screen patient properly.

2. Explain procedure to patient.

3. Replace top bedding with bath blanket.

B. Place equipment on bedside stand.

1. Attach funnel to retention catheter.

2. Pour about 100 cc's of solution and allow to run into bladder by gravity.

3. Invert funnel into emesis basin and allow solution to return.

4. Repeat #2 and #3.

5. Wash hands.

6. Wash, rinse, and dry equipment and return to proper area.

STUDENT DEMONSTRATION SHEET
VIII-7-11
PREOPERATIVE AND POSTOPERATIVE CARE

Students will be required to complete these demonstrations without the help of job sheets.

	Teacher Demonstrations	Student Demonstrations
Skin prep		
Vaginal douche		
Preoperative morning care		
Assemble oxygen equipment		
Assemble oxygen with mask		
Assemble oxygen with cannula		
Prepare oxygen tent		
Irrigate Foley catheter		
Apply breast binder		
Apply scultetus binder		
Apply T-binder		
Prepare suction machine		
Quiz		

NOTE: X Demonstrations completed satisfactorily.

UNIT IX

MEDICAL AND SURGICAL ASEPSIS

Student Competency Sheet

Unit IX: MEDICAL AND SURGICAL ASEPSIS

Competency 1. Prepare Equipment and Supplies for Sterilization and Demonstrate Sterile Technique.

Learning Checklist

1. Prepare linens (masks, gowns, sheets, towels) for sterilization.
   a. Inspect all linen for holes, tears, weak spots.
   b. Roll masks singly and pack loosely in metal containers or paper bags.
   c. Fold gowns lengthwise, wrong side out, roll from hem to neckband.
2. Prepare dressings for sterilization.
   a. Wrap compresses, applicator, cotton balls, in double muslin covers.
   b. Fold pads in half, smooth side inside, and wrapped singly in double muslin covers.
3. Prepare glassware (syringes, tubing, beakers, tips, jars) for sterilization.
   a. Inspect all glassware for cracks or chips.
   b. Wash with soap or detergent and water; rinse well.
   c. Clean inner surfaces with applicators.
   d. Syringes:
      (1) match numbers on plunger and barrel.
      (2) wrap plunger and barrel in gauze, separate surfaces by layer of gauze. Wrap each complete syringe in a double muslin cover.
   e. Tubing, beakers, tips:
      (1) wrap in guaze to reduce breakage, then in double muslin covers.
      (2) when part of a sterile tray, always wrap in gauze.
4. Prepare instruments for sterilization.
   a. Wash instruments with warm, soapy water (brush the hinged or serrated parts)

b. Rinse and dry, or place in instrument washer/sterilizer for washing and sterilization.

c. Instrument trays

(1) place a single thickness of linen in bottom of trays.

(2) open all hinged instruments.

(3) fill tray to within one-half inch of top (if more get larger tray) by alternating a layer of instruments with a layer of linen.

5. Prepare suture needles for sterilization.

a. Wash and dry needles.

b. Scour with non-abrasive scouring powder when necessary.

c. Always clean toward point of needle.

d. Arrange needles according to type on a piece of gauze or needle rack.

6. Prepare rubber gloves (gloves, tubing, catheters, drains) for sterilization.

a. Gloves

(1) inflate gloves. Test for holes.

(2) lightly powder gloves inside and out (use glove powdering machine where available)

(3) segregate by size and sort into pairs.

(4) turn back a two (2) to three (3) inch cuff on each glove.

(5) place gloves inside muslin or paper glove holder.

(6) add packet of powder between folds of holder.

(7) wrap holder in a double muslin cover.

(8) write glove size on the outside wrapper.

b. Tubing

(1) remove all clamps

(2) wash tubing with warm soapy water; rinse (inside and out)

(3) place flat in a container, wrapper or tray; coil loosely without kinks.

7. Prepare suture materials for sterilization.

   a. Silk, cotton, nylon, linen

      (1) wrap suture material loosely about a piece of cardboard or cut into strands.

      (2) place in a test tube and wrap in a double muslin cover.

      (3) place in a treatment or instrument tray.

      (4) these sutures must be sterilized by steam because absolute sterility is essential.

   b. Suture material in hermetically sealed tubes.

      (1) boilable: autoclave with treatment or instrument trays.

      (2) non-boilable: wash tube with soap and water; rinse. Place in a covered container of disinfectant solution for eighteen (18) hours. Store in covered container of same solution.

Learning Activities

1. Read appropriate pages in the textbook and/or pages 3-1 to 3-12 in Being a Nursing Aide, 1st ed. (pp. 17-18 and 39-61, 2nd ed.), and/or pages 51-57 Fundamental Skills in Patient Care, Lewis.

2. View, as available, the following filmstrips:

   a. "Asepsis-Medical and Surgical," Lippincott Films Loops

   b. "Gown, Gloves, Mask-Single Use," Lippincott Film Loop

   c. "Important Procedures in Asepsis," Trainex, #379-Part I.

3. Observe a demonstration by your instructor of the preparation of available equipment for sterilization.

4. Observe preparation of other materials that may be available to you.

5. Observe and practice proper hand washing techniques; application of mask covering nose and mouth; putting on and removing of gown; handling of linen from an isolation unit; and serving and removing of food tray from an isolation unit.

6. Review Information Sheet IX-1-1, Terms and Definitions.

7. Review Information Sheet IX-1-2, Handwashing.

8. Review Information Sheet IX-1-3, Mask Technique.

9. Review Information Sheet IX-1-4, Gown Technique.

10. Review Information Sheet IX-1-5, Care of Linen in Isolation Unit.

11. Review Information Sheet IX-1-6, Daily Care of Patient in Isolation.

12. Review Information Sheet IX-1-7, Setting Up An Isolation Unit.

13. Complete Information Sheet IX-1-8, Student Demonstration.

Evaluation

1. Demonstrate the following to the satisfaction of the instructor.

   a. Hand washing technique.

   b. Apply mask covering nose and mouth.

   c. Put on and remove gown.

   d. Handle linen from an isolated unit.

   e. Serve and remove food tray from an isolated unit.

2. List ten necessary articles in an isolation unit which has no running water.

3. Identify terms and match with definitions.

4. Explain orally or in writing why protective covering is worn.

5. Assemble properly designed equipment and supplies and set up the pack or tray for sterilization.

INFORMATION SHEET
IX-1-1
TERMS AND DEFINITIONS

I. Terms and definitions are as follows:

A. Aseptic--Indicates a freedom from bacteria or microorganisms.

B. Air-borne organisms--Are microscopic in size and remain suspended in the air for long periods. They are causes of communicable diseases.

C. Communicable--Refers to infections or diseases that can be passed from one person to another.

D. Contaminated--Is anything soiled with infected material that may carry a potential infection.

E. Disinfection--Is a process of destroying most disease causing organisms.

F. Indirect contact--Is contact with things that have touched the patient such as dishes, bed linens, and other equipment.

G. Isolation procedures--Are special procedures used in the care of patients with communicable disease. They are used to prevent the disease from spreading to other persons.

H. Medical asepsis--Includes all action taken taken to prevent infection from leaving its source.

I. Microorganisms--Are small living things which are so small they cannot be seen with the human eye. A microscope is used to observe and classify them.

J. Protective isolation--Is used to prevent harmful organisms from coming in contact with the patient.

K. Sterile--Is free of disease producing organisms.

L. Surgical asepsis--Is action taken to prevent infection from reaching an open would or body cavity. (Opposite of medical asepsis)

M. Virus--Is a minute microorganism, too small to be seen under an ordinary microscope.

II. Protective isolation is to prevent infection causative organisms from entering an area and away from patients having low resistance.

A. Equipment needed is as follows:

1. Gown

2. Mask

3. Sterile linen

4. Sterile supplies

B. Special areas where this technique is used are as follows:

1. Newborn nursery

2. Premature nursery

3. Postpartum patient care unit

4. Preoperative patient

5. Postoperative patient care unit

C. Procedures for these units will vary according to hospital policies.

INFORMATION SHEET
IX-1-2
HAND WASHING

I. Purposes of handwashing are:

A. To prevent the spread of disease causing organisms.

B. To learn the importance of correct hand washing.

II. Equipment needed is as follows:

A. Soap in dispenser

B. Towels, preferably paper

C. Running water

D. Orangewood sticks, if available

E. Brush

III. Procedure is as follows:

A. Prepare and assemble equipment.

1. Turn on faucet and regulate temperature of water.

2. Use brush and prepare soap.

B. Moisten hands with warm water.

1. Wash hands with soap and water for three minutes.

2. Lather well with soap.

3. Use friction by rubbing hands together, a brush may be used.

C. Use friction and wash hands.

1. With finger tips of opposite hand, circle each finger with rotating motion from base to tip.

2. Use orangewood stick if available to cleanse fingernails.

3. Rinse hands, lather again; wash well above the wrist, hold hands lower than waist.

D. Rinse well.

1. Allow water to flow gently over the hands until all soap has been removed.

2. Flex elbows, allowing water to flow toward elbow.

E. Repeat lathering, scrubbing, and rinsing as indicated.

1. Always rinse from clean area to dirty.
2. Rinse and dry with sterile towel or paper towel.
3. Turn off faucet with paper towel.
4. Discard towel.

IV. The following is an illustration of procedure for handwashing:

INFORMATION SHEET
IX-1-3
MASK TECHNIQUE

I. Purposes of using a mask are:

A. To prevent the spread of communicable diseases and airborne infections.

B. To use as protective measure while taking care of an infectious patient.

II. The following equipment is needed:

A. Mask

B. Wire for mask

III. Safety measures are as follows:

A. Wear mask only one time.

B. Change mask when it becomes damp.

C. Wear mask snugly over face and mouth.

D. Wash hands before removing mask.

E. Wear mask only while in the unit.

IV. Procedure is as follows:

A. Obtain mask according to hospital procedure.

1. Grasp mask by strings and unfold by pulling on strings.

2. Avoid unnecessary handling of mask.

B. Cover nose and mouth.

1. Place mask under the chin and over the nose.

2. Tie strings firmly.

C. Remove mask.

1. Wash and dry hands.

2. Untie mask and hold by strings only.

3. Discard mask according to hospital policy.

4. Do not touch the part that covered the face.

INFORMATION SHEET
IX-1-4
GOWN TECHNIQUE

I. Purposes of wearing a gown are:

A. To prevent the wearer from becoming contaminated with disease causing organisms.

B. To prevent the disease causing organisms from being carried to clean area or areas by the outer clothing of the worker.

II. Equipment needed is an isolation gown. Choose size large enough to cover uniform completely.

III. The following safety factors should be considered:

A. Gown is worn only while in isolation unit.

B. Use clean gown whenever in doubt.

C. Inside of gown is clean; outside of gown is contaminated.

D. Neckband is considered clean.

E. Hold gown away from uniform when preparing to put it on.

F. Do not touch contaminated aritcles with sleeves of gown.

IV. Procedure is as follows:

A. Wash hands.

1. Use hand washing technique.

2. Rinse thorougly and dry.

B. Enter isolation unit.

1. Remove watch and place on clean paper towel.

2. Lift gown from hook by placing hands inside shoulders of gown and lifting it from the hook.

3. Inside of gown is clean. Take care not to allow contaminated side of gown (outer side) to touch the uniform.

C. Put on gown.

1. Place hands in sleeves, hold arms up, and allow gown to fall in position.

2. Fit the gown at the neck.

3. Tie tape at neckline without touching outside of the gown.

D. Tie waistline cord.

1. Cross the back panels of the gown to form double back panel.

2. Cross ends of belt and tie.

E. Keep gown clean.

1. Do not roll sleeves.

2. Do not allow sleeves to slip down on contaminated areas.

3. Do not allow gown to swing open in the back.

4. Do not leave the area while wearing the gown.

V. Remove the gown.

A. Untie strings at waist and let fall toward front; loosen gown.

B. Wash hands.

C. Neckband is considered clean; unfasten neck ties.

D. Remove gown by slipping fingers under cuff to bring over hand; do not touch outside of gown.

E. Pull arm out of sleeve by grasping opposite sleeve with gown-covered hand.

F. Hold arms down and, with one hand and then the other, pull sleeves forward until the palms are together at the neckband.

G. Hang gown on hook.

1. Withdraw one hand from inside the gown, bring shoulder seams together.

2. Clean side should be on the inside.

3. Hang gown carefully on hook with shoulder seams together.

4. Back strings and back gown edges should be toward the door.

5. Contaminated side of gown should be to the outside.

6. Wash hands according to procedure for hand washing.

H. Discard contaminated gown.

1. Disposable gowns are disposed of before leaving the isolation unit. Follow hospital procedures.

2. Clean gowns are changed according to various hospital policies.

3. Ask your charge nurse the hospital's policies on procedures.

INFORMATION SHEET
IX-1-5
CARE OF LINEN IN ISOLATION UNIT

I. Purpose is to prevent the transfer of infection by safe handling of soiled linen.

II. Equipment needed is as follows:

A. Linen

B. Hamper with canvas bag

C. Individual bag or plastic bag for contaminated linen

III. Procedure is as follows:

A. Place soiled and used linen in laundry bag or hamper.

1. Hold linen at arm's length and place in laundry bag in unit.

2. Prevent further contamination by not shaking, dragging on floor, or placing linen on furniture.

3. Fold linen pieces inwardly and into narrow bundles.

4. Place in laundry bag inside the isolation unit.

B. Remove linen from isolation unit.

1. Place contaminated laundry bag into clean isolation laundry bag.

2. Label clean isolation laundry bag "Isolation."

C. Wash hands.

1. Close outer laundry bag securely and set outside unit.

2. Dispose of linen according to hospital policy.

INFORMATION SHEET
IX-1-6
DAILY CARE OF PATIENT IN ISOLATION

I. Purposes of daily care for patient in isolation are:

A. To create a pleasant environment for the patient while in isolation.

B. To assist in preventing the spread of communicable diseases through protective measures.

II. Equipment needed is as follows:

A. Linens for morning care

B. Isolation gown

C. Mask

D. Isolation laundry bag

E. Cap

F. Paper bag

G. Cleaning cloths

III. Procedure is as follows:

A. Assemble equipment.

1. Prepare linen and supplies; take to unit.

2. Put on cap, mask, and gown.

B. Offer bedpan and urinal.

1. Always wear gown when assisting with bedpan and urinal.

2. Sometimes special treatment of body wastes will be necessary. You will be instructed if this is required. Otherwise, empty contents of body wastes in usual manner in the room.

C. Explain procedure to patient.

1. Give care and treatments.

2. Make bed and dispose of linen according to procedure.

D. Take vital signs.

1. Thermometer, sphygmomanometer, and stethoscope are usually kept in the unit.

2. Isolation gown is usually worn for these procedures.

3. Oral temperature may be taken without wearing the gown, provided the uniform does not come in contact with bed or any contaminated article.

4. Wash hands after procedure.

E. Terminal disinfection consists of the following:

1. All items in the unit which can be are disinfected.

2. Strip bed of linen.

3. Place bed linen, blankets, and pillows into contaminated linen bag.

4. Place the linen bag into a clean isolation bag outside the unit.

5. Label bag "Isolation."

F. Disinfect articles.

1. Use solution for disinfecting according to hospital policy.

2. Furniture and all equipment must be disinfected unless hospital policy indicates other methods.

B. Visitors may be restricted.

1. Instruct visitors on isolation procedures.

2. Gown and cap must be worn when permission is granted for such visits.

3. Assist in gowning and removing gown.

4. Washing of hands can't be overemphasized.

3. Place container with foot pedal next to water basin for disposing of paper towels.

4. Place paper towels on same stand with hand washing basin.

B. When patient's room has running water:

1. Eliminate basin from the above list.

2. Use soap dispenser with foot pedal.

C. Disposal of dietary articles is as follows:

1. Use of paper dishes and plastic utensils makes disposal safer and easier.

2. Wrap these disposables well in newspaper before placing in waste receptacle.

D. Terminal disinfection is as follows:

1. Follow hospital procedures. (NOTE: All articles within the unit are considered contaminated.)

2. Fog the unit.

3. Sterilize the utensils in autoclave.

INFORMATION SHEET
IX-1-7
SETTING UP AN ISOLATION UNIT

I. Purposes of setting up an isolation unit are:

A. To take precautionary measures and assist in preventing the spread of communicable diseases.

B. To take protective measures for the people who enter the areas.

C. To use proper measures for disinfecting and destroying all articles leaving this area.

II. Equipment needed is as follows:

A. I.V. Standard

B. Tissue wipes

C. Paper bag taped to side of bed

D. Lined paper waste basket

E. Sign--"Isolation"

F. Thermometer and holder

G. Trash can with cover and lined with plastic bag

H. Hand basin with disinfectant

I. Paper towels

J. Large waste basket lined

K. Linen hamper

L. Soap and/or dispenser

M. Newspaper

N. Rubber gloves

III. Procedure is as follows:

A. Prepare the following:

1. I.V. standard should be placed near the door for hanging the gown.

2. If running water is not available, place basin with disinfectant on a stand near the door for hand washing.

INFORMATION SHEET
IX-1-8
STUDENT DEMONSTRATION

Students will be required to complete these demonstrations without the help of job sheets.

	Teacher demonstrations	Student demonstrations
Hand washing		
Apply mask		
Put on gown in an isolation unit		
Remove gown in an isolation unit		
Handle contaminated linen		
Serve food tray to a patient in an isolation unit		
Remove used dishes		
Set up isolation unit		

NOTE: X Demonstrations completed satisfactorily.

Student Competency Sheet

Unit IX: MEDICAL AND SURGICAL ASEPSIS

Competency 2. Follow Proper Isolation Technique (Terminal Disinfection)

Learning Checklist

1. Put all articles that can be autoclaved into one bag.
2. Place bag in clean bag held by clean person outside room.
3. Dispose of any disposable items.
4. Wipe delicate instruments, gown standard, and other items which cannot be autoclaved with germicidal solution.
5. Give instruments to clean person using double bagging technique.
6. Label bag and send to central processing (clean person).
7. Remove all burnable articles using double bagging technique.
8. Label bag and send to incinerator (clean person).
9. Remove all unused items in same manner as above (Steps 1, 2, 3, and 4), separating those which are to be autoclaved from those which cannot be autoclaved.
10. Place soiled linen in laundry bag.
11. Wash hands.
12. Remove gown and place in laundry bag.
13. Place laundry bag in clean bag by clean person outside room.
14. Label bag and send to laundry.
15. Notify housekeeping that terminal cleaning is needed.

Learning Activities

1. Read pages 756-758, Nursing Skills for Allied Health Services, Vol. II, 1st ed. (pp. 727-729, V. II, 2nd ed.) and/or appropriate pages in textbook.
2. Attend lecture and demonstration by your instructor on terminal disinfection.
3. Review the segments on terminal disinfection of any of the filmstrips available to you.

4. Identify (in pairs or small groups) various germicides that may be used in this task. Note the safety precautions in using such solutions.

5. Practice this task in a simulated situation.

6. Have your instructor evaluate your performance in a simulated situation.

Evaluation

Your instructor will provide a siutation for you to terminally disinfect an isolation unit. The procedure must be performed without contamination.

UNIT X

ADMINISTERING EMERGENCY CARE

Student Competency Sheet

Unit X: ADMINISTERING EMERGENCY CARE

Competency 1. Give Artificial Ventilation to an Unconscious Adult

Learning Checklist

1. Establish unresponsiveness and summon assistance.
2. Open airway.
   a. Position patient on his/her back.
   b. Tilt patient's head backward as far as possible.
   c. Clear foreign matter from mouth and throat.
   d. Place one hand beneath patient's neck and lift it.
   e. Use other hand to press forehead backward.
3. Check for breathing.
   a. Look for chest movement.
   b. Listen for air movement at nose and mouth.
4. Ventilate patient.
   a. Mouth-to-mouth ventilation.
      (1) Tilt patient's head back.
      (2) Pinch victim's nostril closed with thumb and finger of hand used to press forehead down.
      (3) Take a deep breath.
      (4) Make an airtight seal over patient's mouth with your mouth.
      (5) Exhale forcefully into patient's mouth.
      (6) Remove mouth and allow patient to exhale passively.
   b. Mouth-to-nose ventilation.
      (1) Tilt patient's head with one hand on forehead and lift the patient's jaw with the other hand.
      (2) Take a deep breath.
      (3) Make airtight seal around patient's nose with your mouth.

(4) Exhale forcefully into patient's nose.

(5) Remove mouth and allow patient to exhale passively.

c. Mouth-to-stoma ventilation.

(1) Open your mouth widely.

(2) Take a deep breath.

(3) Make an airtight seal around the stoma with your mouth.

(4) Exhale forcefully into stoma.

(5) Remove mouth and allow patient to exhale passively.

5. Repeat cycle at rate of twelve (12) ventilations per minute.

6. Continue procedure until

a. care is assumed by physician or

b. patient is transferred to advanced life support unit.

NOTE: Repeat steps to ventilate the patient four (4) times initially.

Learning Activities

1. Read, as available, current CPR literature from American Heart Association or American Red Cross and/or Clinical Nursing Techniques, 3rd ed., Dison, pp. 339-353. Also, read appropriate pages in textbook.

2. Watch, as avialable, filmstrips listed below:

a. "Methods of Cardiopulmonary Resusciatation"--Trainex #329.

b. "Physiology of Respiration"--Trainex.

c. "CPR--Initial Phase"--Trainex.

3. Participate in prescribed CPR course for appropriate certification.

4. Review any portions of available audiovisual resources to illustrate artificial ventilation.

5. Complete the performance checksheet X-1-1.

Evaluation

Your performance in a simulated situation will be evaluated by your instructor using the performance checksheet. All applicable checksheet items must be rated "acceptable."

Name_____

Date_____

PERFORMANCE CHECK X-1-1

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Recognized unconsciousness and summoned help.		
2. Established open airway.		
3. Established breathlessness.		
MOUTH-TO-MOUTH VENTILATION		
4. Tilted patient's head back.		
5. Pinched patient's nostrils closed with thumb and finger.		
6. Made airtight seal over patient's mouth with his/her mouth.		
7. Exhaled forcefully into patient's mouth.		
8. Removed mouth from patient's and allowed patient to exhale passively.		
9. Repeated cycle at rate of twelve (12) ventilations per minute.		
MOUTH-TO-NOSE VENTILATION		
10. Tilted patient's head back with one hand on the forehead and lifted the patient's lower jaw with the other.		
11. Made airtight seal over patient's nose.		
12. Exhaled forcefully into patient's nose.		
13. Removed mouth from patient's nose and allowed patient to exhale passively.		
14. Repeated cycle at rate of twelve (12) ventilations per minute.		
MOUTH-TO-STOMA VENTILATION		
15. Opened mouth wide.		
16. Made airtight seal around stoma with mouth		

Name_____

PERFORMANCE CHECK (continued)

Date_____

ACTIVITY	RATING	
	Acceptable	Unacceptable
17. Exhaled forcefully into stoma.		
18. Removed mouth from stoma and allowed patient to exhale passively.		
19. Repeated cycle at rate of twelve (12) ventilations per minute.		
20. Repeated steps to ventilate the patient four (4) times initially.		

Student Competency Sheet

Unit X: ADMINISTERING EMERGENCY CARE

Competency 2. Give Artificial Ventilation to an Unconscious Infant

Learning Checklist

1. Establish unresponsiveness and summon assistance.
2. Open airway.
3. Ventilate patient.
   a. Mouth-to-mouth/nose
      (1) Tilt head back.
      (2) Make an airtight seal over patient's mouth and nose with your mouth.
      (3) Puff cheeks with air.
      (4) Exhale air in cheeks to ventilate patient.
      (5) Remove mouth from patient's mouth/nose and allow to exhale passively.
   b. Mouth-to-stoma (probably cannot be demonstrated with mannequin)
      (1) Make an airtight seal around stoma with your mouth.
      (2) Puff cheeks with air.
      (3) Exhale air in cheeks to ventilate patient.
      (4) Remove mouth from stoma and allow patient to exhale passively.
5. Repeat cycle at rate of twenty (20) ventilations per minute.
6. Continue procedure until:
   a. Care is assumed by physician, or
   b. Patient is transferred to advanced life support unit.

NOTE: Repeat steps to ventilate the patient four (4) times initially.

Learning Activities

1. Read pages 349-350, Clinical Nursing Techniques, 3rd ed., Dison, and appropriate pages in textbook.
2. Review illustations pertinent to children and infants in audio-visual resources listed in Task 1 of this unit.

3. Complete performance checksheet, X-2-1.

Evaluation

The procedure in a simulated situation will be evaluated by your instructor using the checksheet of performance. All items must be rated "acceptable."

Name_____

Date_____

PERFORMANCE CHECK, X-2-1

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Established unresponsiveness and summoned help.		
2. Established open airway.		
3. Established breathlessness.		
MOUTH-TO-MOUTH/NOSE VENTILATION		
4. Tilted patient's head back.		
5. Made airtight seal over patient's mouth and nose with his/her mouth.		
6. Puffed cheek with air. Exhaled air in cheeks to ventilate patient.		
7. Removed mouth from patient's mouth/nose and allowed patient to exhale passively.		
8. Repeated cycle at rate of twenty (20) ventilations per minute.		
MOUTH-TO-STOMA VENTILATION		
9. Made an airtight seal around stoma with his/her mouth.		
10. Puffed cheeks with air.		
11. Exhaled air in cheeks to ventilate patient.		
12. Removed mouth from stoma and allowed patient to exhale passively.		

Name_____

Date_____

PERFORMANCE CHECK (continued)

ACTIVITY	RATING	
	Acceptable	Unacceptable
13. Repeated cycle at rate of twenty (20) to twenty-four (24) ventilations per minute.		
14. Repeated steps to ventilate patient four (4) times initially.		

Student Competency Sheet

Unit X: ADMINISTERING EMERGENCY CARE

Competency 3. Assist in Care of Person Hemorrhaging

Learning Checklist

1. Determine type of bleeding (arterial, venous, capillary)
2. Control bleeding by applying:
   a. direct pressure over wound.
   b. pressure dressing.
   c. pressure over appropriate pressure point.
   d. tourniquent (as last resort only)
3. Dress wound.
4. Treat for shock:
   a. Position patient (elevate the lower extremities unless contraindicated).
   b. Assure adequate breathing.
   c. Avoid rough handling.
   d. Provide warmth (monitor vital signs if possible)
   e. Give nothing by mouth.
5. Provide for patient's comfort.
6. Record appropriately.

Learning Activities

1. Read appropriate pages in your textbook.
2. Read pages 1-8, Student Workbook, Multimedia Standard First Aid, by American Red Cross, 1978.
3. Read pages 11-21, A Study Guide and Workbook for First Aid and Personal Safety, Macmillan Publishing Co., 1978.
4. Read pages 85-109, Emergency Care, Robert J. Brady Co., 1978.
5. Review films and filmstrips available from local American Red Cross chapter. Also watch filmstrip, "Shock and Hemorrhage," by Trainex.
6. Demonstrate (in pairs or small groups) proper technique for assisting patient with external hemorrhage.

a. On a diagram of the body, identify main pressure points used in initial control of hemorrhage.

b. Outline the steps and precautions in the use of a tourniquet to control hemorrhage of an extremity.

Evaluation

1. Your performance in a simulated situation will be evaluated by your instructor. Bleeding must be controlled.

2. Complete with 100 percent accuracy the first aid exam on pages 5-7 of the American Red Cross text, Multimedia Standard First Aid, 1978.

3. Complete with 100 percent accuracy the application and analysis section (p. 15-20), A Study Guide and Workbook for First Aid and Personal Safety.

4. Complete with 100 percent accuracy a test on all pertinent items.

Student Competency Sheet

Unit X: ADMINISTERING EMERGENCY CARE

Competency 4. Give Cardiac Massage (adult and/or infant)

Learning Checklist

1. In the case of absent pulse, cyanosis, or ceased respirations:
   a. Administer a sharp blow on the sternum of an adult.
   b. Place wooden board under back of patient or place patient on floor or hard surface.
   c. Tilt head back and pull tongue forward to maintain open airway.
   d. Place heel of one hand over lower mid-sternum.
   e. Place heel of other hand over first hand and press down on the sternum about one inch.
      (1) If patient is a child, less pressure is exerted.
      (2) For infants, use two or three fingers for compression.
2. Repeat procedure:
   a. Press down firmly but gently 40-60 times per minute.
   b. Compress with heel of hand only.
3. Seek assistance to give mouth-to-mouth resuscitation simultaneously.
   a. Breathe into patient's mouth when chest pressure is released.
   b. Note time patient's respirations and vital signs ceased.
   c. Note time resuscitation was initiated.

Learning Activities

1. Read appropriate pages in your textbook.
2. Read pages 65-72, Student Workbook, Multimedia Standard First Aid, by American Red Cross, 1978.
3. Read pages 71-74 (Chapter 3) of Emergency Care, Robert J. Brady Co, 1976.
4. Read pages 39-48, A Study Guide and Workbook for First Aid and Personal Safety, Macmillan Publishing Co., 1978.

5. Review films and filmstrips available from local American Red Cross chapter on cardiac massage for adults and infants.

6. Demonstrate (in pairs or small groups) the proper technique for cardiac massage for both adults and infants.

Evaluation

1. Perform successfully in a simulated situation that will be evaluated by your instructor.

2. Complete with 90 percent accuracy the general first aid exam on pages 289-304 of the American Red Cross text, Multimedia Standard First Aid (1978).

3. Complete with 100 percent accuracy the application and analysis section (pages 42-43) of A Study Guide and Workbook for First Aid and Personal Safety.

4. Complete with 100 percent accuracy a test of all pertinent terms.

Student Competency Sheet

Unit X: ADMINISTERING EMERGENCY CARE

Competency 5. Assist in Care of Patient in Shock

Learn Checklist

1. Recognize signs and symptoms of patient in shock.
   a. Falling blood pressure.
   b. Weakness and restlessness.
   c. Skin pale, moist, and cool.
   d. Pupils of eyes dilated.
   e. Breathing shallow and irregular, shortness of breath, and difficulty in breathing.
   f. Increased pulse rate, weak pulse, or pulse may be absent.
   g. Nausea and vomiting.
2. Care for patient in shock.
   a. Lower head of bed or stretcher.
   b. Elevate feet and legs if patient is not lying on bed or stretcher.
   c. Keep patient warm; apply external heat.
   d. Take vital signs.

Learning Activities

1. Read appropriate pages in your textbook.
2. Read pages 99-114, Student Workbook, Multimedia Standard First Aid, by American Red Cross, 1978.
3. Read pages 32-38, A Study Guide and Workbook for First Aid and Personal Safety, Macmillan Publishing Co., 1978.
4. Read pages 114-117, Emergency Care, Robert J. Brady Co., 1976.
5. Review films and filmstrips available from local American Red Cross chapter on assisting patient in shock.
6. Demonstrate (in pairs or small groups) proper technique for assisting patient in shock.

Evaluation

1. Perform successfully in a simulated situation that will be evalua-

ted by your instructor.

2. Complete with 90 percent accuracy the general first aid exam on pages 298-304 of the American Red Cross text, Multimedia Standard First Aid (1978).

3. Complete with 100 percent accuracy the application and analysis section (p. 35) of A Study Guide and Workbook for First Aid and Personal Safety.

4. Complete with 100 percent accuracy a test of all pertinent terms.

Student Competency Sheet

Unit X: ADMINISTERING EMERGENCY CARE

Competency 6. Assisting in Care of Person with Convulsions and/or Fainting

Learning Checklist

1. Recognize signs and symptoms of the types of convulsive seizures in patients.
   a. Grand mal victim may begin with a cry or aura as muscles of chest and larynx tighten.
      (1) Muscles may tighten and jerk; patient will fall to ground or floor if he is standing.
      (2) Frothing at mouth occurs.
      (3) Cyanosis may occur.
      (4) Eyes roll.
      (5) Period of sleep follows with loss of memory when patient awakens.
   b. Petit mal victim may not fall.
      (1) He appears to be daydreaming.
      (2) This may occur several times a day.
2. Recognize causes of convulsions and fainting.
   a. Brain damage or injury; brain tumors.
   b. Decreased supply of blood or oxygen to the brain.
   c. High temperature, especially in small children.
   d. Epilepsy.
3. Provide proper care and treatment.
   a. Protect patient from injury.
   b. Place padded tongue blade between teeth to prevent biting of tongue if grand mal convulsion.
   c. Place pillow under head.
   d. Protect victim from falling or other injuries.

e. Seek medical advice.

f. Keep patient quiet and allow him to sleep after convulsive seizure.

Learning Activities

1. Read appropriate pages in your textbook.

2. Read pages 225-230, Student Workbook, Multimedia Standard First Aid, by American Red Cross, 1978.

3. Read pages 102-109, A Study Guide and Workbook for First Aid and Personal Safety, Macmillan Publishing Co., 1978.

4. Read pages 200-221, Emergency Care, Robert J. Brady Co., 1976.

5. Review films and filmstrips available from local Red Cross chapter.

6. Demonstrate (in pairs or small groups) proper techniques for assisting convulsive/fainting patient.

Evaluation

1. Perform in a simulated situation that will be evaluated by your instructor.

2. Complete with 90 percent accuracy the general first aid exam on pages 209-304 of the American Red Cross text, Multimedia Standard First Aid (1978).

3. Complete with 100 percent accuracy the application and analysis section (pages 106-108) of A Study Guide and Workbook for First Aid and Personal Safety.

4. Complete with 100 percent accuracy a test of all pertinent terms.